



# The Vision:

Improving the Achievement of All Learners

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**DISTRICT PROGRESS REPORT**

SD67 (Okanagan Skaha) – June 2009



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# Introduction

## Introducing... the 2008-09 District Progress Report

The BC Ministry of Education requires that all school districts prepare and submit an annual Accountability Contract with respect to improving student achievement. In our school district, the Accountability Contract is referred to as the 'District Progress Report'.

The purpose of the Report is to advance the district's vision of 'improving achievement of all learners'. Specifically, it will:

- *Outline the goals and objectives for pursuing this vision;*
- *Identify district strategies and structures for implementing the goals; and*
- *Communicate the progress of our work.*

The report outlines a work plan for the three goals (Literacy, Numeracy & School Completion/Transitions). This report is a work-in-progress. As such, it is updated periodically.

District workgroups continue to develop and implement the action plans for each of the goal areas. The groups review the goals, objectives, and targets set in the previous year and review the progress being made. As results are reviewed, some fundamental questions are asked:

- *Are we making a difference to student learning?*
- *Are there areas of concern?*

Information from the District Workgroups assist in determining priorities for the District's annual planning and budgeting processes, provision of learning resources, and professional learning initiatives to support schools in achieving their goals.

Each school is also developing a similar document called the "School Progress Report". The school report provides a framework for setting goals for improving student achievement, monitoring progress and consulting with and informing their school staff, partner groups, PAC and School Planning Council. The School Improvement Plans are reviewed by District staff and endorsed by the Board of Education. Each school's report is posted on the district website ([www.sd67.bc.ca](http://www.sd67.bc.ca)).

If you have any questions or comments regarding this document, please feel free to contact us at the School Board Office (250) 770-7713.

Thank you.



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School District No. 67 (Okanagan Skaha) is comprised of 6780 students in 19 schools incorporating the communities of Penticton, Summerland, Naramata and Kaleden. The district's enrolment is declining slightly each year. The senior population (65+) in the community is almost double the provincial average. There are 664 Aboriginal students in the district with students representing Status On-Reserve First Nations, Other First Nations, Métis, Inuit, and other off-reserve people of aboriginal ancestry. A full day Aboriginal Kindergarten program has been in operation in the district for ten years.

School District No. 67 offers a range of educational choices, programs, services and facilities and a variety of learning opportunities for students. The district infrastructure for technology is highly developed and is centered on a fiber-optic network.

Positive relationships exist among partner groups. The district makes a concerted effort to involve partner groups in discussions about student achievement. The district is committed to its mission statement of "Working Together for Student Success". The Aboriginal Enhancement Agreement was signed in June 2006 and the Local Education Agreement with the Penticton Indian Band was signed this past September.

The School District was reconfigured to a K-5 elementary, grade 6 to 8 middle school and grade 9 to 12 secondary school system. A new secondary school opened in November 2002 and a junior secondary was converted to a middle school in September 2003. The largest secondary school, Penticton Secondary rebuilt with a budget of \$39.4 million opened in September 2008.

The Okanagan Skaha School District is particularly proud of the diversity of programs offered to students at all levels in the system.

### SD67 STUDENT ENROLMENT


|                                    | 2002/03 | 2003/04 | 2004/05 | 2005/06 | 2006/07 | 2007/08 | 2008/09 |
|------------------------------------|---------|---------|---------|---------|---------|---------|---------|
| <b>Total Enrolment (Headcount)</b> | 7,862   | 7,559   | 7,474   | 7,324   | 7,136   | 7,076   | 6780    |
| <b>Elementary (K-7)</b>            | 4,118   | 3,996   | 3,889   | 3,736   | 3,628   | 3,577   | 3,437   |
| <b>Secondary</b>                   | 3,744   | 3,563   | 3,585   | 3,588   | 3,508   | 3,396   | 3,321   |
| <b>TOTAL FTE (Sept. 29)</b>        | 7,457   | 7,209   | 7,155   | 7,047   | 6,863   | 6,705   | 6520    |

**NOTE:** SD67 has experienced a steady decline in student enrolment for the past decade. From 2002 to 2008, the Sept. 29<sup>th</sup> FTE enrolment has decreased by **937 FTE students**. The gradual decline is expected to continue for another 4 to 6 years.

### EARLY CHILD DEVELOPMENT (EDI)\* RESULTS

| DOMAIN OF DEVELOPMENT                                   | WAVE 1 | WAVE 2 |
|---|--------|--------|
| <b>Physical Health and Well-Being</b>                   | 15%    | 12.9%  |
| <b>Social Competence</b>                                | 13.5%  | 14.9%  |
| <b>Emotional Maturity</b>                               | 14.3%  | 14%    |
| <b>Language and Cognitive Development</b>               | 10.2%  | 11.6%  |
| <b>Communication Skills/General Knowledge</b>           | 10.7%  | 12.4%  |
| <b>Vulnerable on at Least One Domain of Development</b> | 29.8%  | 28.9%  |

Note: Okanagan Skaha is the 28<sup>th</sup> most vulnerable of the 59 school districts in the province. The highest proportions of children vulnerable were in the Central East and South West neighbourhoods where nearly 40% of children were vulnerable. The largest increase in vulnerability was in Central East (up 17.2%). Social Competence had the highest proportion of vulnerability of any of the domains. Okanagan Skaha is the 14<sup>th</sup> most vulnerable in this domain. \*Children's scores are mapped in their area of **residence**, not in the area where they go to school. The results do indicate considerable disparity or difference between neighbourhoods, reflecting that children within the district have had disparate qualities of experience before school entry. These are the differences that make a difference" to children's future.



# District and School Connections

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## Process Used to Approve School Plans

In School District No. 67 (Okanagan Skaha), the development and approval of school plans occurs on an annual basis. Early in the fall, School Planning Councils are elected in each school. In October there are three district meetings with the school planning councils of each secondary school's feeder school community. This allows all groups to review the district goals and progress in relation to their school goals. School Plans from the previous year are reviewed, data is reviewed, and plans are begun for the upcoming year.

School Planning Councils and School Staffs work on establishing directions and goals based on an analysis of data, review of achievement, sharing of accomplishments, challenges and stories that bring the plan to life.

In the spring of each year, a revised School Plan is reviewed by the Superintendent or designate. Suggestions for revisions are provided. Some individual meetings take place with Principals to provide input, support or direction. Final school plans are submitted and the Director of Instruction presents the plans to the Board of Education's Education Committee for approval in the June meeting.

## Process to Consult with School Planning Councils

SPCs review resource allocations, staffing allocations, timetables, class size and composition. Principals ensure that the requirements of Bill 33 are met and that there has been SPC involvement. Contents of the district plan are also reviewed at the fall meeting mentioned previously. It is noted that at least one of the District Goals of School Completion and Transitions, Literacy or Numeracy are contained in all school plans in the district.

## Enhancement Agreement and the District Plan

School District No. 67 signed the Aboriginal Enhancement Agreement in June, 2006. The Aboriginal Planning Council has representatives from all partner groups: Indian (First Nations), Métis, Inuit and other communities of aboriginal ancestry all living within the traditional territories of the Syilx People of the Okanagan and the Penticton Indian Band. This group meets a minimum of four times per year to address the important elements of the agreement. The goals set out in the Enhancement Agreement are:

- To improve Aboriginal students' success in completing school
- To improve the awareness and appreciation of Aboriginal history and culture by both the Aboriginal and general populations of students
- To improve the literacy of learners of aboriginal ancestry
- To improve the numeracy of learners of aboriginal ancestry

In addition, the Local Education Agreement was just signed September, 2008 with the Penticton Indian Band. Both of the agreements focus on the important element of grade to grade transitions and school completion. All three secondary schools have a goal within the school plan to address course completion and the aboriginal results are addressed within this goal. The Achievement Report for aboriginal education can be viewed at [www.sd67.bc.ca/aboriginal.asp](http://www.sd67.bc.ca/aboriginal.asp)

## Community Literacy Plan and the District Plan

We are currently completed the first year of Stage Three – Implementation of our Community Literacy Plan entitled: *Weaving A Tapestry of Stories*. Our community encompasses our district and School District No. 53 (South Okanagan-Similkameen). Our plan focuses on three goals:

- Creating community awareness in terms of literacy issues, programs and resources
- Increase access to literacy programs and resources
- Maintaining and extending the range of literacy programs and resources to community members

Three subcommittees have been struck to address these goals in terms of Family Literacy, Workplace/Adult Literacy and Health Literacy. Currently we have three school district members who are a part of the Task Force and four members who are a part of Family Literacy. The Community Literacy Plan Update has been submitted to both the Ministry of Education and 2010 Legacies Now. It is available on our district website at <http://www.sd67.bc.ca>

### **Alternate Pathways to Success**

Listed below are some of the special programs and services that have been developed to address identified learning or support needs:

French Immersion Program  
 Home Learners' Program  
 District Gifted Program  
 International Program  
 Aboriginal Education Program  
 Secondary School Apprenticeship or ACE IT Program  
 Alternate Program  
 AIM (Alternative Instruction at Maggie)  
 STRIDE Program (Students Receiving an Individualized Directed Education)  
 INSTEP Program (Summerland Secondary)  
 ACE Program (Alternate Classroom Program)  
 Ellis Street Alternate Program  
 Summerland Community Learning Centre  
 Advanced Placement Programs  
 Penticton Secondary Learning Centre (PSLC) - Pathfinder and Work Learn Programs  
 Okanagan Hockey Skills Academy  
 International Hockey Program



# Response to the District Review

As a result of the District Review Process in April 2008, the review team made four recommendations.

|    | RECOMMENDATION:  | ACTION:  |
|----|--|--|
| 1. | <p><b><u>Setting Directions</u></b><br/>Initiate or build on efforts to:</p> <ul style="list-style-type: none"> <li>Recognize and celebrate the processes used to develop the Aboriginal Education Enhancement Agreement (EA) and promote the understanding that the EA is intended to support Aboriginal student success in district and school plans.</li> <li>Communicate the connections between the Enhancement Agreement and district and school plans to broaden the understanding of the expectations set out in the EA.</li> <li>Clarify the process for the development of the District Achievement Contract                             <ul style="list-style-type: none"> <li>Communicate the process to all partner groups</li> <li>Articulate the process in the Achievement Contract</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>We will continue to communicate the progress related to the Aboriginal Education Enhancement Agreement through the work of our Aboriginal Education Planning Council and the yearly Aboriginal Education Progress Report. We will continue to share this report with council members and their affiliated members (Penticton Indian Band, Friendship Centre, Métis Culture and Heritage Society) and with our schools. A copy of the Aboriginal Education Progress Report has been added to our district website.</li> <li>Kathy Pierre (Vice-Principal) has met with school staffs during their staff meetings to outline the work of the Aboriginal Education Staff in regards to the Enhancement Agreement and help to broaden the understanding of the expectations set out in the EA. We have also made a presentation to all administrators.</li> <li>“Building Cultural Bridges” days in our elementary programs has broadened the awareness of the culture of the aboriginal peoples in our elementary schools.</li> <li>We will be adding in a section to our District Achievement Contract to articulate the development of this document. This has been communicated to our District Work Groups (Literacy, Numeracy, School Completion and Transitions) at the September meetings.</li> </ul> |
| 2. | <p><b><u>Organizing for Improvement</u></b><br/>Initiate or build on efforts to:</p> <ul style="list-style-type: none"> <li>Support skill development in differentiating instruction.</li> <li>Balance the need to implement innovative strategies with the time needed to reflect, to assess strategies for effectiveness, and to consolidate practices.</li> </ul>   | <ul style="list-style-type: none"> <li>We will continue to offer support to teachers and administrators in developing their expertise and skill in differentiating instruction for their students. Some activities included: Karen Hume at the Summer Leadership Conference, SmartLearning Rounds, Literacy in Action development, sent a team to work with Carol Ann Tomlinson at a Differentiating Learning Institute in Orlando, Florida.</li> <li>We will be offering a Differentiated Learning Institute with C.Tomlinson and our district team in Feb. 2010.</li> </ul>  |
| 3. | <p><b><u>Building Learning Communities</u></b><br/>Initiate or build on efforts to:</p> <ul style="list-style-type: none"> <li>Facilitate and enhance communication between parents and parent groups.</li> <li>Expand small school connections and opportunities for professional dialogue across the district.</li> </ul>  | <ul style="list-style-type: none"> <li>We have worked with DPAC and PACs to help them make stronger connections to their respective parent groups during such activities as the Summer Leadership Conference and SPC Training in the fall and spring.</li> <li>We will continue to work with the small schools to provide opportunities for some interactive work between them through such activities as the Network of Performance Based Schools and the Assessment for Learning Web Casts.</li> </ul>   |
| 4. | <p><b><u>Achieving Results</u></b><br/>Initiate or build on efforts to:</p> <ul style="list-style-type: none"> <li>Determine consistent and measurable indicators that the District can use to monitor trends in student achievement over time.</li> </ul> <p>Improve the success of Aboriginal students by focusing on the goals and targets outlined in the Enhancement Agreement and acting on the strategies identified.</p>   | <ul style="list-style-type: none"> <li>District Work Groups will oversee this. Recommendations from the work groups from last year have been implemented.</li> <li>There are already some marked improvements in the success of aboriginal students in some of our end of the year results. We will continue to work with schools to ensure that there is a focus on improving the education of all of our aboriginal students.</li> </ul>   |



# District Strengths Based on Student Performance

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## 1. SUCCESS WITH AT-RISK READERS

- The District Early Literacy Intervention program is proving successful with early at-risk readers. The program began in the fall of 1999 with 44 grade 1 students in the district identified at-risk in reading. They received an intensive reading intervention program that year. Since that time, we have monitored their progress and development. We continue to see gains with our cohort groups after the first year of intervention from 82% in 2004/05 to 88% in 2007/08. Our aboriginal students, in particular, have really seen a big improvement.
- However, we would like to see those results sustained over time so we have continued to work with classroom teachers to increase their capacity to support these vulnerable students.
- The Early Literacy Intervention program continues to expand to include more students who are at-risk in reading in grade 1. Late Literacy Intervention programs are also being offered at the Middle and Secondary levels in the district.


## 2. PARENTS EMBRACE STRONGSTART - THE HIGHEST ENROLLMENT IN THE PROVINCE

- In May 2007, StrongStart opened its doors at Queen's Park Elementary School.
- By the end of June 2007, it was obvious to everyone that the single classroom was not sufficient to meet the needs of over 100 families that were accessing the services. Over the summer of 2007, a wall was removed into the next empty classroom and this space is now utilized by 293 children. Daily, families are turned away as maximum capacity is reached. This is the highest enrollment in any one StrongStart in the province.
- Queen's Park School is a hub in the community offering other services in partnership with Penticton Community Recreations Centre (Kids Zone after school care and Kinder Care), Okanagan College (adult literacy classes including Writing Out Loud and Reading), Child and Youth Mental Health/MCFD (Parenting Wisely classes), Books for Breakfast (LiteracyNow), Penticton Library (Baby Songs and Rhymes) and Penticton Hockey School (Family Science Nights/Family Movie Nights). In addition the recent addition of a Queen's Park Alumni Association has helped connect former students from the middle and secondary schools back to the community elementary school.
- We opened our second StrongStart Centre in October 2008 at Giant's Head School in Summerland with a registration of 136 children already. Exciting Community Partnerships are also developing here.
- Two new centres will be opening in September at Carmi and Columbia Elementary Schools. We expect these spaces to be equally very popular and take some of the pressure off of Queen's Park.

## 3. SCHOOL COMPLETION – LEADING THE WAY FOR INNOVATIVE PRACTICES

- Our district continues to be above the provincial average in school completion rates for both our general population and aboriginal population.
- We continue to play a lead role in the Regional (Okanagan Mainline) BC School Superintendents' Association (BCSSA) project "School Completion and Beyond" by presenting promising practices in our district including the Step-Up program from Summerland Secondary School and the Hothouse Project from Princess Margaret Secondary focusing on fair grading practices, assessment for learning and differentiated instruction.
- We will be hosting a Differentiating Instruction Institute in April 2009 featuring Carol Ann Tomlinson and a team of teachers/administrators from our district who have trained with her.

# Improvement Framework

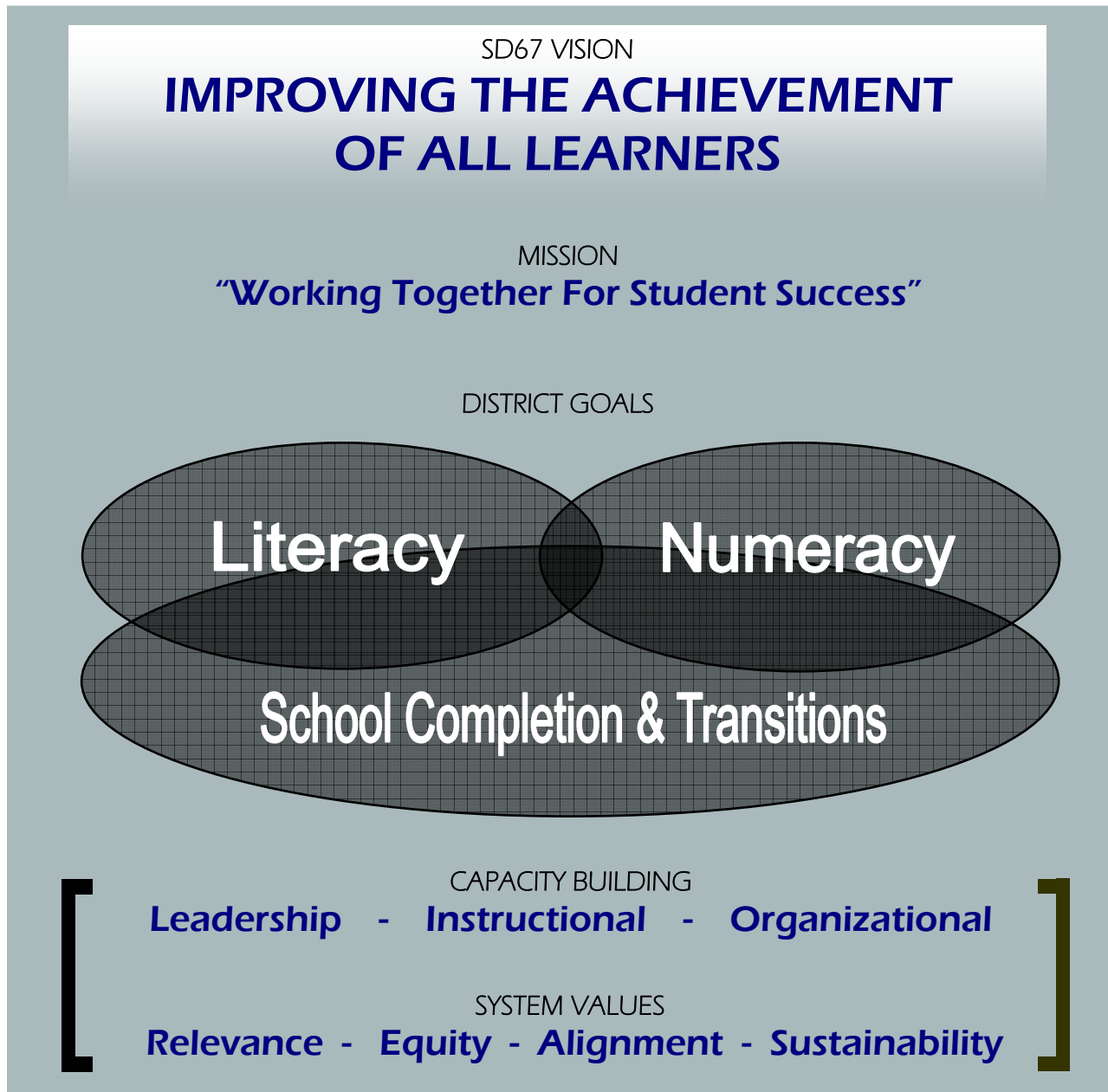


## Leadership for Learning Framework

The vision of 'improving achievement of all students' deepens each year as schools and communities explore and develop the concepts of:

- *A collaborative, student focused (Learning Community) culture;*
- *Assessment for Learning practices; and*
- *Differentiated instruction strategies to meet students' varying needs.*

The critical elements (vision, mission, goals, capacity building and values) are reflected in the 'leadership for learning' framework.



# IMPROVING THE ACHIEVEMENT OF ALL LEARNERS

## Literacy

**OBJECTIVE:** To increase the percentage of students who fully meet/exceed the expectations for reading proficiency by the end of grades 3, 8 and 10

## Numeracy

**OBJECTIVE:** To increase the percentage of students who meet/exceed the expectations for numeracy proficiency by the end of grades 3, 5, 8 and 10

## School Completion & Transitions

**GOAL:** To increase the likelihood that ALL students will successfully complete their educational programs with a positive sense of optimism, purpose, and control

**OBJECTIVES:** To provide support to students in terms of Identification, Prevention, Intervention and Recovery

**CAPACITY BUILDING**  
**Leadership - Instructional - Organizational**

**SYSTEM VALUES**  
**Relevance - Equity - Alignment - Sustainability**

**Goal: To improve student success in reading.**

**OBJECTIVE 1:**  
**To increase the percentage of students who fully meet/exceed expectations in fiction and non-fiction reading by the end of grades 3.**

**RATIONALE:**

- Current research indicates that student achievement in reading by the end of grade 3 is the best predictor of later academic success, and specifically, that levels of phonemic awareness in the first two years are directly related to this success.
- District analysis of early literacy achievement, as determined by screening in Kindergarten and grade 1, indicate a lower than expected rate of success, particularly in knowledge and use of the phonemic structure of written language. The early literacy intervention program implemented in the district has shown good progress with approximately 80% of at-risk students reading at grade level after four years of reading intervention.
- Elementary teachers at the literacy district work group raised the possibility of using the Whole Class Reading Assessment at grade 3 level in addition to the PM Benchmarks in order to better plan for instruction and determine needs at the grade 4 and 5 level. After consulting with grade 3 teacher reps, a recommendation was made to switch to the Whole Class Reading Assessment.
- We have begun a new set of baseline results beginning May 2009 as a result of a change in assessment practices.
- We originally had set our target at 90% but in reflection realized that it takes time to make significant changes both in instructional practice and in student achievement. Moreover, combined with a change from an oral assessment (PM Benchmarks) to an assessment that requires both reading and responding with written answers (Whole Class Reading Assessment), we have revised our target to be a more realistic goal. Although we have only 5% of students not yet meeting expectations, we still have 43% of students only minimally meeting expectations. This continues to be a concern.

**TARGET:**  
 By June 2012, 75% of grade 3 students will fully meet or exceed expectations as measured by the PM Benchmarks (Kit 1 or 2)

| Leading Performance Indicator(s)       | Baseline Results | Results |      |      |      |
|--|------------------|---------|------|------|------|
|  | 2009             | 2010    | 2011 | 2012 | 2013 |
| Whole Class Reading Assessment Grade 3 | 52%              |         |      |      |      |
| Aboriginal Students                    | 34%              |         |      |      |      |

**SCHOOL LITERACY DATA COLLECTION FROM ELEMENTARY SCHOOLS**  
**Whole Class Reading Assessment (Gardner/Peters)**  
**Performance Standards**  
**Grade 3 Students**

|                          | May 2009 |      | May 2010 |   | May 2011 |   | May 2012 |   |
|--------------------------|----------|------|----------|---|----------|---|----------|---|
|                          | #        | %    | #        | % | #        | % | #        | % |
| Not Yet Meeting          | 19       | 5%   |          |   |          |   |          |   |
| Minimally Meeting        | 165      | 43%  |          |   |          |   |          |   |
| Fully Meeting            | 180      | 47%  |          |   |          |   |          |   |
| Exceeding                | 18       | 5%   |          |   |          |   |          |   |
| Total Number Writing     | 382      | 95%  |          |   |          |   |          |   |
| Total Number of Students | 403      | 100% |          |   |          |   |          |   |

\*These percentages are based on the number of students who wrote the assessment

**Notes:**

Data includes:

- Special Education
- Aboriginal Education – 26 students
- Exempted - 20 (2009)
- Absences - 1 (2009)

| Reading Objective 1:<br>Background Indicators  |                                  |                                |                                  |                                  |         |
|--|----------------------------------|--------------------------------|----------------------------------|----------------------------------|---------|
|  | 2004-05                          | 2005-06                        | 2006-07                          | 2007-08                          | 2008-09 |
| K screening Phonemic Awareness (Administered in May: Not yet meeting, Minimally meeting, Fully meeting expectations) | 13% 'NY'<br>12% 'MM'<br>75% 'FM' | 8% 'NY'<br>32 'MM'<br>60% 'FM' | 14% 'NY'<br>15% 'MM'<br>71% 'FM' | 10% 'NY'<br>11% 'MM'<br>79% 'FM' |         |

| Action Plan (2008-09):   | Details  |
|--|--|
| <p><b>We will .....</b><br/> <b>Continue to establish preschool initiatives to promote early learning.</b></p>   | <ul style="list-style-type: none"> <li>• Support StrongStart Centres in Queen's Park and Giant's Head School.</li> <li>• 2 new centres to open in September – Columbia and Carmi</li> <li>• Provide community connections for parents through our StrongStart Centres.</li> <li>• Support 5 PALS (Parents as Literacy Supporters) sessions targeting 3 and 4 year olds in both StrongStart Centres.</li> <li>• Support Early Learning Initiatives and Daycares provided at elementary schools.</li> <li>• Explore the possibility of facilitating a literacy discussion between Daycare operators and Kindergarten teachers in order to create common, balanced literacy growth.</li> <li>• Support Ready, Set, Learn in all elementary schools.</li> </ul>  |
| <p><b>We will....</b><br/> <b>Continue to expand the early literacy intervention programs to support struggling readers.</b></p>   | <ul style="list-style-type: none"> <li>• Support PALS in all 11 elementary schools within the district.</li> <li>• Continue to implement the Kindergarten Screening Instrument to determine "at risk" students entering grade 1.</li> <li>• Continue to provide one to one Early Literacy Intervention program for grade ones who are deemed "at risk".</li> <li>• Continue to provide this one to one program for aboriginal students identified "at risk" up to grade 3.</li> <li>• Provide DVD training video to new intervention teachers and to shared ELI district results with intervention teachers and administrators to ensure the integrity and consistency of the program and planned for further supports for the children when they reentered the regular program.</li> <li>• A similar meeting will be held with grade 2 teachers next year.</li> <li>• A review of the kindergarten curriculum will also be initiated to ensure a more consistent approach.</li> </ul> |
| <p><b>We will....</b><br/> <b>Continue to provide support for teachers in the implementation and analysis of our district's reading assessment (grades 1 – 5).</b></p>                           | <ul style="list-style-type: none"> <li>• Continue to support and train for the use of both PM. Benchmarks (grade 1 – 2) and Whole Class Reading. Assessment (grade 3 – 5).</li> <li>• Continue to encourage the use of flex funds to provide release time for grade level teachers to meet and plan for instruction, based on the evidence provided by their Whole Class Reading Assessments.</li> <li>• Support the use of optional assessment tools like the RAR (SmartLearning) from New Westminister and Literacy in Action from Pearson Education.</li> <li>• Encourage teams of teachers to work in groups to mark assessments. The expected outcome is to set goals for the individual students, the classrooms and the school.</li> <li>• Next year, there will be an assessment sub-committee to reflect and provide direction towards protocols of the grade 3 assessment.</li> </ul>  |
| <p><b>We will....</b><br/> <b>Continue to provide in-service opportunities promoting best-practice instructional strategies and resources.</b></p>   | <ul style="list-style-type: none"> <li>• Provide instructional coaching in a variety of ways in order to train teachers to implement SmartLearning as developed by S. Close. This is facilitated by six elementary demonstration teachers.</li> <li>• Continue to encourage and support the use and implementation of district-wide literacy approach (Literacy in Action).</li> <li>• Elementary literacy helping teacher will continue to support the teaching of reading strategies through instructional coaching and workshops.</li> <li>• Provide professional development opportunities that support reading strategies (Reading Power – Adrienne Gear/Guided Reading/Oral Language).</li> <li>• Continue to use technology-based reading structures (Accelerated Reading) to increase engagement and enjoyment of reading.</li> </ul>  |
| <p><b>We Will.....</b><br/> <b>Meet with administrators and grade groups of teachers to reflect on their literacy plan for instruction based on their beginning of the year assessments.</b></p> |  |

**ANALYSIS:**

- A new assessment tool for 2009 (Whole Class Reading Assessment) has offered much different results from that of PM Benchmarks. This has helped to stimulate discussion around the use of the data. There is some question as to whether we should be using a 5 point scale to see whether we are moving students from minimally meeting to approaching/moderately meeting. We believe this is the case but would need to further analyze the data.
- As of May 2009, 52% of grade 3 students fall into the Fully Meeting or Exceeding category of the BC Performance Standards for reading according to the results gleaned from the Whole Class Reading Assessment.
- More boys than girls fall into the NYM and MM range. Girls tend to dominate the FM and Ex categories.
- There were 20 students exempt from writing the assessment and 1 student deemed as absent.

**NEXT STEPS:**

- How do we move more students from the Minimally Meeting category to that of the Fully Meeting or Exceeding category?
- Are the questions on this assessment conducive in allowing students to score within the exceeding range given that the assessment uses a non-fiction reading passage?
- Is this assessment an accurate reflection of our grade 3 student's true reading abilities?
- Are all grade 3 students developmentally capable of writing this type of assessment?
- Do we need to add an "oral comprehension" question component to accurately all for the various learning styles of students?
- How can we better support our boys in order to help them improve in reading and responding to text?
- How can we further encourage teachers to use this assessment throughout the year as Assessment for Learning?
- Do our stats accurately reflect students with I.E.P. designations?
- We have decided to change our objective from Meeting/Exceeding to Fully Meeting/Exceeding. This will cause a marked decline to show in our results. We will now need to choose a new target % to reflect this new objective.
- A committee of grade 3 teachers will need to look at the questions/concerns regarding this assessment and develop protocols surrounding the administration and scoring of the test.

Next year we will ask schools to indicate the category that "exempt" students fall into i.e. autism, learning disabled, chronic health, physically dependent.

As a district, do we need to move towards more of a focus on a reading/writing connection? It is our belief that students may comprehend but don't necessarily respond in writing fully.

**READING OBJECTIVE 2:**  
**To increase the percentage of students who are meeting/exceeding expectations in reading by the end of grade 8.**

**RATIONALE:**

This goal reflects the concern related to improving fluency, comprehension, and reading rate by using reading strategies for all students. At the middle level, there is often less directed teaching of reading; yet reading is becoming more difficult. Reading for information impacts all other subject areas. Now, more than ever, students need reading strategies reviewed and reinforced. The gap for the struggling reader widens at the middle school level, and, in some cases, the reader may not have been developmentally ready for the directed reading strategies in elementary school. Therefore, the directed reading strategies need to be reinforced now and it is important to enhance literacy by providing and supporting the opportunities that promote improvement in reading for all students.

Although our data indicates that students are meeting expectations using the Whole Class Reading Assessment, there are still too many students who are only minimally meeting. We must continue to address this deficiency.

Students need to have accessible text that they enjoy reading if they are going to become life-long readers. As Nancie Atwell says in her book The Reading Zone, "we want every student to become a skilled, passionate, habitual critical reader". (p. 12)

**TARGET:**

By June 2012, 98% of grade 8 students will fully meet or exceed expectations as measured by the Whole Class Reading Assessment (Peters/Gardner).

| Leading Performance Indicator(s)  | Baseline Results | Results |       |       |      |
|---|------------------|---------|-------|-------|------|
|   | 2005             | 2006    | 2007  | 2008  | 2009 |
| Assessment of Reading for Information (Whole Class Reading Assessment – Peters/Gardner) | 49%              | 54%     | 43.2% | 41.1% | 33%  |
| Aboriginal Students Assessment for Reading for Information                              | N/A              | N/A     | 21.9% | 21.7% | 25%  |

**SCHOOL LITERACY DATA COLLECTION FROM MIDDLE SCHOOLS**  
**Whole Class Reading Assessment**  
**Performance Standards**  
**Grade 8 Students**

|                                 | May 2006 |      | May 2007 |       | May 2008*** |       | May 2009 |       |
|---------------------------------|----------|------|----------|-------|-------------|-------|----------|-------|
|                                 | #        | %    | #        | %     | #           | %     | #        | %     |
| <b>Not Yet Meeting</b>          | 30       | 5%   | 72       | 12.5% | 24          | 4.7%  | 57       | 10.9% |
| Boys                            |          |      | 39       | 13.9% | 18          | 7.3%  | 39       | 14.9% |
| Girls                           |          |      | 33       | 11.2% | 6           | 2.2%  | 18       | 6.8%  |
| Aboriginal                      |          |      | 8        | 19.5% | 3           | 6.5%  | 8        | 20.8% |
| <b>Minimally Meeting</b>        | 230      | 41%  | 242      | 42.2% | 280         | 54.3% | 300      | 57.1% |
| Boys                            |          |      | 120      | 42.9% | 151         | 60.9% | 146      | 55.9% |
| Girls                           |          |      | 122      | 41.5% | 129         | 48.1% | 154      | 58.3% |
| Aboriginal                      |          |      | 25       | 61.0% | 33          | 71.1% | 25       | 56.8% |
| <b>Fully Meeting</b>            | 266      | 47%  | 218      | 38.0% | 194         | 37.6% | 159      | 30.3% |
| Boys                            |          |      | 95       | 33.9% | 72          | 29.0% | 71       | 33.3% |
| Girls                           |          |      | 123      | 41.8% | 122         | 45.5% | 88       | 33.3% |
| Aboriginal                      |          |      | 8        | 19.5% | 7           | 2.8%  | 10       | 22.7% |
| <b>Exceeding</b>                | 36       | 7%   | 30       | 5.2%  | 18          | 3.5%  | 9        | 1.7%  |
| Boys                            |          |      | 13       | 4.6%  | 7           | 2.8%  | 5        | 1.9%  |
| Girls                           |          |      | 17       | 5.8%  | 11          | 4.1%  | 4        | 1.5%  |
| Aboriginal                      |          |      | 1        | 2.4%  | 0           | 0%    | 1        | 2.3%  |
| <b>Total Number Writing</b>     | 562      | 97%  | 574      | 97%   | 516         | 97.5% | 525      | 95.1% |
| <b>Total Number of Students</b> | 582      | 100% | 593      | 100%  | 529         | 100%  | 552      | 100%  |

This year the grade 8 May assessment was marked by a team of teachers from each Middle School. We used a rotation so each school's assessments were marked by all four schools. Markers were trained on exemplars for all six questions and categories. Results are down for three categories while the not meeting category is up. The participation rate for Special Education students is lower. However, the rest of the participation rates are almost the same. For the purposes of this assessment we are excluding serious behaviour/mental illness and chronic health designations from the Special Education count.

Reading Accuracy 94% or below – Total of Students 45 and 8.6%

Notes: Data includes:

- French Immersion – 100% (2005/2006/2007) 99% - 106/107 (2008); 91/92 – 99% (2009)
- Special Education – 88% - 49/56 (2005) 79% -37/47 – (2006) 52/57 - 91% (2007) – 47/52 -90.3% - (2008) 47/63 – 75%(2009)
- Aboriginal Education – 93% -27/29 (2005) 45/47 - 96% (2006) 87% 41/47 (2007) 43/46-93.4% (2008) 49/52-94% (2009)

| <b>Action Plan (2008-09):</b>  | <b>Details</b>  |
|--|---|
| <p><b>We will.....</b><br/> <b>Continue to promote assessment practices which support instruction and learning.</b></p>  | <ul style="list-style-type: none"> <li>• Provide schools with Whole Class Reading Assessment, Assessing Informational Text, and grades 3 – 8. Literacy led teachers in each middle school to provide guidance to teachers on how to administer and how to use the information. Teachers work in groups to mark and set goals for the school, classrooms and individual students.</li> <li>• Support the use of optional assessment tools like the RAR (SmartLearning from New Westminster and Literacy in Action from Pearson).</li> <li>• Encourage teams of teachers to work with the Language Arts IRP to develop Learning Intentions and to develop grading practices that reflect this as opposed to tasks.</li> </ul> |
| <p><b>We will....</b><br/> <b>Continue to promote instructional strategies and resources that lead to effective and engaged learning for all students.</b></p> | <ul style="list-style-type: none"> <li>• Provide learning rounds using demonstration classrooms and teachers to train teachers to implement SmartLearning (S. Close).</li> <li>• Provide teachers with the grade 6/7 Literacy in Action resources and provide in-service to use these resources in ways that promote differentiated instruction and therefore better engagement and achievement.</li> </ul>   |

| Action Plan (2008-09):  | Details   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Expand school libraries through Accelerated Reader Program which helps to level libraries and ensure books are available for all levels of readers.</li> <li>• Share locally created picture book lessons that demonstrate a reading strategy for use in a variety of classrooms including language arts, math, science, social responsibility.</li> <li>• Share books and teaching strategies for Literature circles.</li> <li>• Continue to promote the use of effective literacy strategies across all curriculum areas.</li> </ul> |
| <p><b>We will....</b><br/> <b>Continue reading intervention for students identified “at risk” and “seriously at risk”.</b></p>  | <ul style="list-style-type: none"> <li>• Promote the use of J. Johns Basic Inventory to determine the nature of the reading problem, intervention required and tracking of progress over time.</li> <li>• Use one-minute reading probes to screen for students who might be struggling with reading fluency.</li> <li>• Share remediation programs and strategies for developing reading and writing skills.<br/>                     Provide information for secondary schools about literacy needs of students entering grade 9.</li> </ul>                                   |
| <p><b>We will....</b><br/> <b>Meet with administrators and grade groups of teachers to reflect on their literacy plan for instruction based on their beginning of the year assessments.</b></p> |   |

**ANALYSIS:**

In the past four years English teachers have developed a common language about the specific skills they are teaching and the materials and programs they are using. We have also seen a significant increase in library book circulation at all four middle schools. Libraries are leveled; reading material is available for students reading significantly below grade level. Some students are using electronic books. Many students have become readers for enjoyment. Our Whole Class Reading Assessment is based on non-fiction text. We have not been able to show an improvement in our year to year results. We need to look at literacy instruction in all core subject areas. We also need to look at the written language and the role it plays in the ability of our students to represent their ideas.

There is some question as to whether we should be using a 5 point scale to see whether we are moving students from minimally meeting to approaching/moderately meeting. We believe this is the case but would need to further analyze the data.

**NEXT STEPS:**

- As a district, do we need to move towards more of a focus on a reading/writing connection? It is our belief that students may comprehend but don't necessarily respond in writing fully. Next year we need to expand the literacy goal to include writing.
- Do we need to look at a five point scale to see whether we are moving students from minimally meeting to approaching? We may be getting improvement but we are not able to demonstrate it statistically. We need to look at this year's assessments to see if that is the case.
- Our results on the whole class assessment are going down. The assessment is to be used as an assessment for learning not just as a summative assessment. We need to investigate how many teachers are using the assessment as a formative one. Do teachers understand the subtests and how to teach those skills? We need to provide ongoing workshops to ensure new teachers using assessment know its purposes.

**READING OBJECTIVE 3:**

To continue to improve the ability of high school students to read with fluency and comprehension across curricular areas.

**RATIONALE:**

This goal reflects our commitment to supporting all students in becoming competent readers. The results of the grade 8 classroom assessment in May 2008 indicate that while 95% of our students are minimally meeting expectations or above in reading, only 41% of these students fully meet or exceed expectations. This is evident again in the baseline data gathered with grade 9 students on the RAD (Reading Assessment District) with 58% of the students fully meeting or exceeding expectations. This is a concern because as students move into secondary the difficulty of text across the curriculum increases, as does the expectation of reading text independently. We need to be giving students more accessible texts, and more strategies for dealing with complex text. At the same time we need to be giving staff the strategies for teaching students to read text across the curriculum, and strategies for helping students become active participants in their learning. Therefore we are focusing on reading across the curriculum, assessment for learning, and strategies which actively involve students such as literature circles and SmartLearning strategies.

Students also need to have accessible text that they enjoy reading if they are going to become life-long readers. As Nancie Atwell says in her book, *The Reading Zone*, "We want every student to become a skilled, passionate, habitual, critical reader". (p. 12)

**TARGET:**

By June 2012, English 10 Provincial Exam – (C+ or better) will increase to 75% and RAD results will increase to 65%

| Leading Performance Indicators   | Results |      |                   |      |
|--|---------|------|-------------------|------|
|  | 2007    | 2008 | 2009              | 2010 |
| English 10 Provincial Exam (C+ or better)  | 69%     | 67%  | Available Sept 09 |      |
| RAD (Reading Assessment District) Scores for Grade 9 Students – % fully meeting or exceeding | n/a     | 58%  | 54%               |      |

**Note:** Mean Scores are not available from the ministry this year so we have changed to using C+ or better

**SCHOOL LITERACY DATA COLLECTION FROM SECONDARY SCHOOLS  
RAD (Reading Assessment District) INSTRUMENT  
Performance Standards  
Grade 9 Students**

|                          | May 2008 |      | May 2009 |      | May 2010 |   | May 2011 |   |
|--------------------------|----------|------|----------|------|----------|---|----------|---|
|                          | #        | %    | #        | %    | #        | % | #        | % |
| Not Yet Meeting          | 36       | 7%   | 28       | 5%   |          |   |          |   |
| Minimally Meeting        | 179      | 35%  | 180      | 37%  |          |   |          |   |
| Fully Meeting            | 241      | 48%  | 217      | 45%  |          |   |          |   |
| Exceeding                | 49       | 10%  | 60       | 13%  |          |   |          |   |
| Total Number Writing     | 505      | 89%  | 485      | 89%  |          |   |          |   |
| Total Number of Students | 570      | 100% | 543      | 100% |          |   |          |   |

\*These percentages are based on the number of students who wrote the assessment

| <b>Action Plan:</b>  | <b>Details</b>  |
|--|---|
| <p><b>We will....</b><br/> <b>Continue to improve Intervention Programs for at risk and seriously at risk readers in secondary schools.</b></p>  | <ul style="list-style-type: none"> <li>• Continue to build library collections of accessible “just right” text for struggling readers.</li> <li>• Reading Dynamics classes to provide direct intervention for students whose reading levels are identified at being between grade 2 – 5 at Pen-Hi.</li> <li>• Increase the use of technological resources such as playaway digital audio books, Kurzweil software, and audio books via I-pods.</li> <li>• Teams from each secondary school explored different models for their learning centres to help students improve specific skill deficits and more of a partnership between LA teachers and classroom teachers are evolving as a new working model.</li> <li>• Alternative Education classrooms will continue to be resourced with a small library of high interest books that offer a wide range of readability.</li> <li>• Alternative Education classes to have full access to Accelerated Reader.</li> </ul> |
| <p><b>We will.....</b><br/> <b>Develop late literacy strategies to be used in classroom and whole school settings.</b></p>   | <ul style="list-style-type: none"> <li>• Fully implement the use of literature circles as opposed to just whole class novel studies in English classrooms across the district to engage all learners at their level.</li> <li>• English teachers continue to build on a variety of teaching strategies when implementing literature circles.</li> <li>• Schools will collate the results of the grade 9 reading assessment (RAD) and share results with core subject teachers in order to give them information they can use when structuring their lessons.</li> </ul>   |
| <p><b>We will....</b><br/> <b>Continue to provide in-service, release time, resources, and support to nurture discussion surrounding literacy across curriculum for secondary teachers.</b></p>  | <ul style="list-style-type: none"> <li>• Continue to build on a variety of approaches to literacy to meet the needs of different types of learners (e.g.: graphic novels, blogging, Moodle, Accelerated Reader).</li> <li>• Each of the secondary schools will invite staff to participate in professional reading groups that will lead to greater understanding of the need to teach to in ways to meet the needs of all learners.</li> <li>• English teachers will continue to participate in district-wide marking training, exemplar selection and group marking of the English 10 provincial exam with the view in mind to set directions for their own instruction.</li> </ul>   |
| <p><b>We will....</b><br/> <b>Increase the use of research based models, best practice, shared expertise and in-service of school wide programs and instructional practices that will lead to greater achievement of all students.</b></p> | <ul style="list-style-type: none"> <li>• Secondary teams have attended the Leadership for Learning Academy “Reading, Writing, Thinking in Inclusive Classrooms and Schools “with Faye Brownlie.</li> <li>• Continue to build a community of SmartLearning teachers to facilitate conversations around best practice, as well as share. We presently have 3 SmartLearning Demonstration teachers at the high school level.</li> </ul>  |
| <p><b>We will....</b><br/> <b>Continue to track the progress of aboriginal students and ensure adequate intervention and opportunities are in place.</b></p>   | <ul style="list-style-type: none"> <li>• Teachers and support workers will continue build a high-interest aboriginal themed collection of works.</li> <li>• Teachers will create a 2 credit aboriginal reading course.</li> </ul>   |
| <p><b>We will....</b><br/> <b>Participate in the Community Literacy Committee to create greater links between the schools and community in efforts to support our youth.</b></p>   | <ul style="list-style-type: none"> <li>• District, School Administration and teacher representative will continue to participate and support the Community Literacy Committee.</li> </ul>   |

**ANALYSIS:**

Looking at our targets and lead indicators, we see that we need to continue to work at helping more students achieve at a higher level. The three secondary schools are looking at increasing the use of assessments that will guide their instructional practices in the classroom on an on-going basis, and helping the students self assess and goal set across curricular areas. This has been a part of their School Completion projects that are outlined in Goal 2.

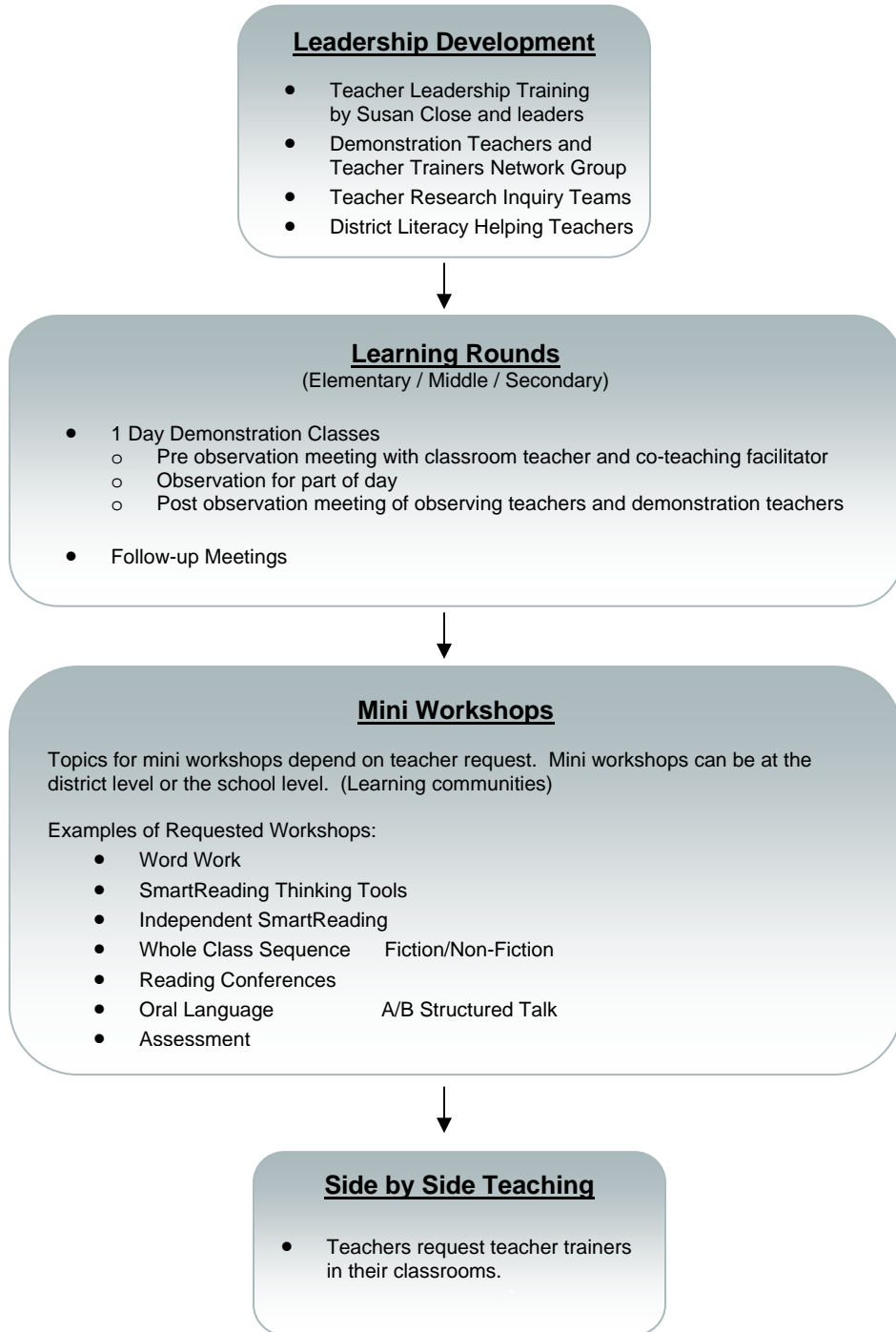
Most of the data that we have collected is showing a steady increase in the students' abilities in reading however, how do we know if students are actually enjoying reading more now than they did. All three secondary schools have implemented a reading for enjoyment program in their schools with leveled materials (Accelerated Reading), yet we don't know if this is adding to their enjoyment. Perhaps by adding a question on this topic to the Satisfaction Survey, we might be able to track this information. We are also going to solicit anecdotal evidence from students around this question. We do have very solid statistics on the massive increase of book circulation in the secondary schools where Accelerated Reading has been introduced. For instance, at Penticton Secondary School, the circulation has risen from 2,975 books in 2003/04 to a whopping 13,463 books in 2006/07. The library continues to sustain this level of circulation and to build on its collection of current, accessible, multi-leveled books – and provide access to the AR quizzes that correspond with those books. This data would seem to indicate that students are enjoying reading more.

Our provincial exam mark and pass rate are going up but we still have a number of students who are not experiencing success. We now have identified these at risk and seriously at risk readers entering high school and we have now strong intervention plans at the three secondary schools to help address these students and their needs. Will this make a difference in our school completion rates over time?

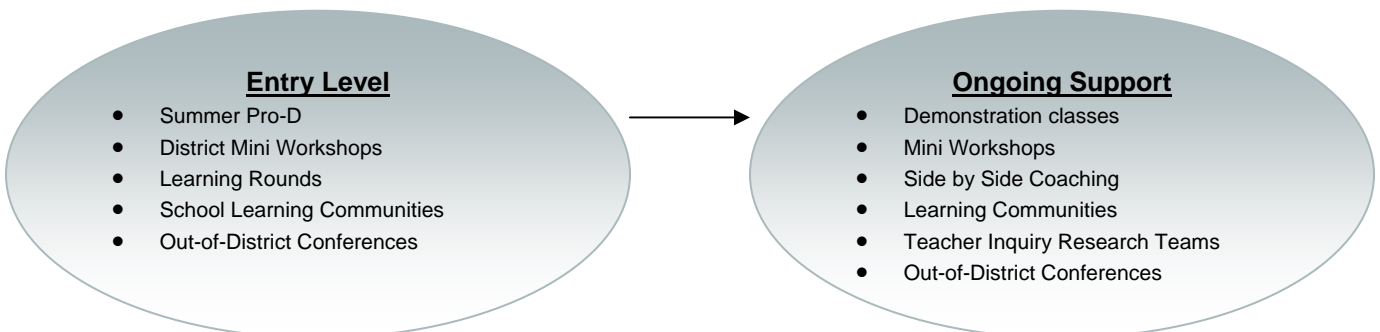
**Big Questions/Next Steps:**

- How can we increase teacher and student use of the data collected from the Reading Assessments administered in grades 9 and 10? We have implemented a few different models (Brides Program/ Reading Dynamics/ LA support – direct instruction) in the three high schools. Is this making a difference?
- Is there research that indicates what the best practice is with respect to late literacy: pull-out, embedded, or intervention classes?
- How embedded is the literacy goal at the high school level (continues to be a question)? In particular, how committed are teachers in the content areas (Pen Hi and Maggie both requested and received pro-d in-service on *disciplinary* literacy during one of their staff meetings. Science Departments from Pen Hi and Maggie received some support and strategy suggestions from the sec literacy helping teacher). If they are committed, how do we build capacity around literacy in the content areas? All three secondary schools have a group of teachers from across the core curriculum areas participating in Professional Reading Groups. (These reading groups have branched out to focus on broader topics such as assessment, overall best practice, creativity in the classroom) and at one of the schools, this same group has made a commitment to incorporate a few key reading strategies into their day-to-day lessons (not sure if this is still the case at Summerland Secondary).
- Do high school students retain and apply the reading strategies they learn in elementary/middle school literacy programs? (We can see that this is partially true based on the RAD results from September).
- Is there a connection between increased reading fluency and comprehension and improved writing? An increase in our English 10 results would tell us this – if the AR program is motivating kids to read, the increase in reading should lead to increased fluency, which should lead to improved comprehension and writing.
  - Are we helping to enhance students' enjoyment of reading? How do we know? Accelerated Reader (AR) competitions exist at MP and Pen Hi. Literature Circles are more popular than ever.
  - In what ways are our Learning Assistance Centres evolving and adapting to support the literacy goal?
  - How do we sustain our momentum with AR and Literature Circles?
  - How do we know if students are receiving direct literacy instruction in their core subject areas?
  - How do we continue to support core subject teachers with the current budget constraints?

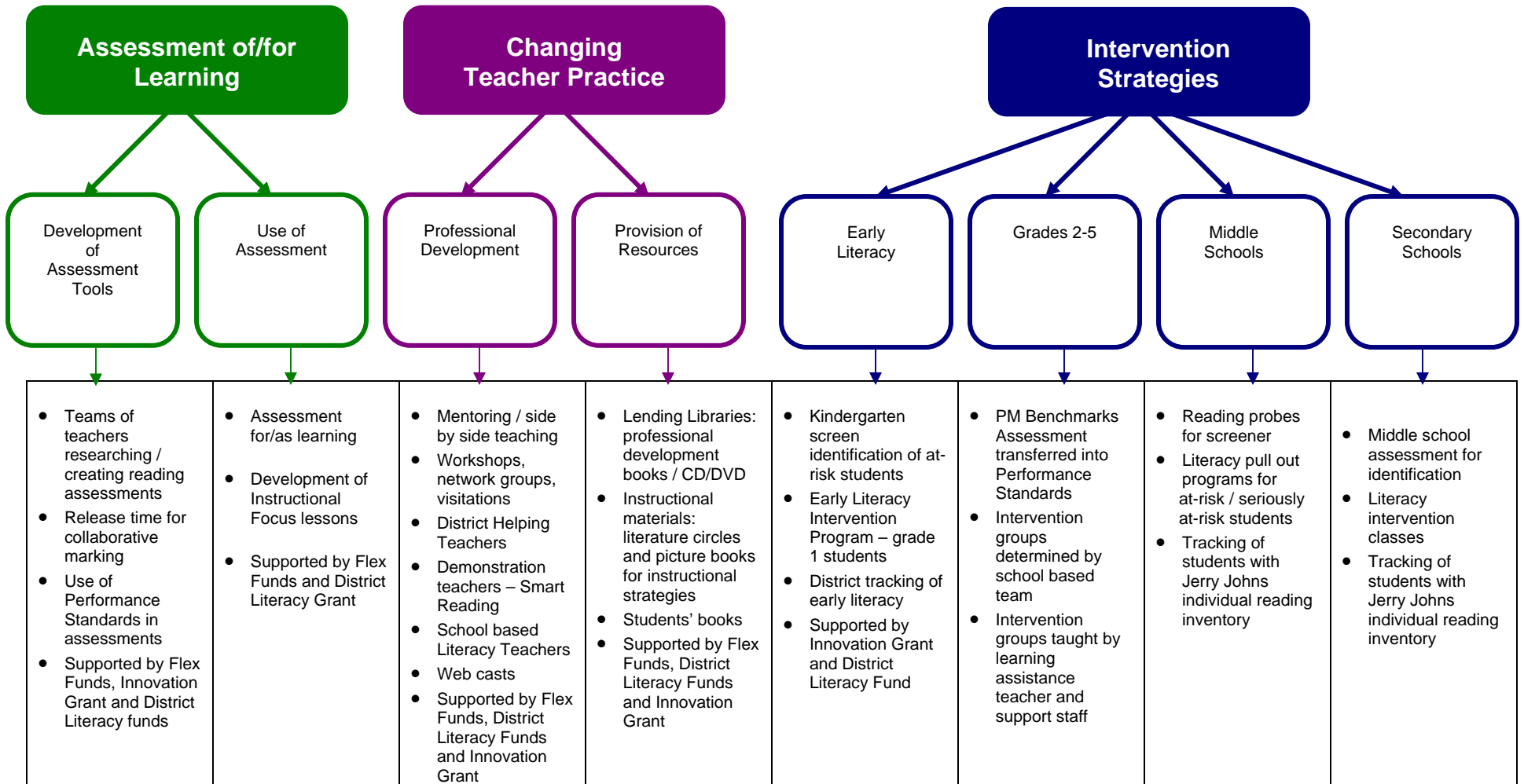
### SMARTER LEARNING INITIATIVE



### PROFESSIONAL LEARNING CONTINUUM



## SCHOOL DISTRICT No. 67 (OKANAGAN SKAHA) LITERACY: AN ORGANIZATIONAL FRAMEWORK



**Goal 2: To increase the likelihood that ALL students will successfully complete their educational programs with a positive sense of optimism, purpose, and control.**

**RATIONALE:**

Over the past year, substantial effort has been invested in addressing the questions: “Who is not meeting success in our system?”, “Why are they not meeting with success?”, and, “What can be done to improve their chances of meeting with success?” As a result of this work, which involved analysis of available data, interviews with students, class forum discussions, and literature reviews, three broad areas of need have been identified as requiring attention in the future: creating and maintaining positive relationships, effective and engaging instructional approaches, and a need to conceptualize and deliver discipline differently. Further, within these three broad areas, certain groups were identified as needing more support. Our focus for next year will be on improving education for ALL students, with a particular focus on students with behavioural challenges, and our Aboriginal population.

**TARGET:**  
By June 2012, a positive trend of Dogwood Certificates completion will be evident.

| Leading Performance Indicator(s)        | Baseline Results | Result         |                |      |      |
|---|------------------|----------------|----------------|------|------|
|   | 2006             | 2007           | 2008           | 2009 | 2010 |
| <b>Six Year Dogwood Completion Rate</b> |                  |                |                |      |      |
| All Students                            | 84%              | 84.4%          | 81.1%          |      |      |
| Female                                  | 85%              | 86.1%          | 85.8%          |      |      |
| Male                                    | 83%              | 82.8%          | 76.4%          |      |      |
| Aboriginal                              | 60%              | 56.0%          | 49.0%          |      |      |
| Aboriginal Female                       | 56%              | 66.0%          | 40.0%          |      |      |
| Aboriginal Male                         | 64%              | 43%            | 56.0%          |      |      |
| <b>Transition Rates</b>                 |                  |                |                |      |      |
| Grade 8 to higher (All)                 | 97%              | 95%            | 96%            |      |      |
| Aboriginal Grade 8 to higher            | 92%              | 89%<br>(50/56) | 91%<br>(61/67) |      |      |
| Grade 9 to higher                       | 95%              | 95%            | 95%            |      |      |
| Aboriginal Grade 9 to higher            | 85%              | 88%<br>(53/60) | 90%<br>(53/59) |      |      |
| Grade 10 to higher                      | 94%              | 90%            | 93%            |      |      |
| Aboriginal Grade 10 to higher           | 88%              | 74%<br>(35/47) | 81%<br>(52/64) |      |      |
| Grade 11 to higher                      | 82%              | 83%            | 78%            |      |      |
| Aboriginal Grade 11 to higher           | 63%              | 40%<br>(26/65) | 60%<br>(31/52) |      |      |

| Background Indicators  | 2004-05  |       | 2005-06  |       | 2006-07  |       | 2007-08  |       |
|--|----------|-------|----------|-------|----------|-------|----------|-------|
|  | DISTRICT | PROV. | DISTRICT | PROV. | DISTRICT | PROV. | DISTRICT | PROV. |
| <b>Ministry Satisfaction Survey: "Do you feel safe at school?"</b> |          |       |          |       |          |       |          |       |
| Grade 4  | 84%      | 68%   | 87%      | 85%   | 86%      | 85%   |          |       |
| Grade 7  | 75%      | 79%   | 74%      | 79%   | 75%      | 78%   |          |       |
| Grade 10   | 70%      | 70%   | 70%      | 71%   | 75%      | 70%   |          |       |
| Grade 12   | 84%      | 77%   | 84%      | 78%   | 83%      | 77%   |          |       |
| Elementary Parents   | 87%      | 88%   | 89%      | 88%   | 86%      | 87%   |          |       |
| Secondary Parents  | 89%      | 82%   | 82%      | 80%   | 83%      | 78%   |          |       |

| Background Indicators  | 2004-05  |       | 2005-06  |       | 2006-07  |       | 2007-08  |       |
|--|----------|-------|----------|-------|----------|-------|----------|-------|
|  | DISTRICT | PROV. | DISTRICT | PROV. | DISTRICT | PROV. | DISTRICT | PROV. |
| <b>Ministry Satisfaction Survey:</b> "At school, are you bullied, teased, or picked on?"                 |          |       |          |       |          |       |          |       |
| Grade 4  | 11%      | 12%   | 9%       | 11%   | 7%       | 11%   |          |       |
| Grade 7  | 12%      | 10%   | 10%      | 9%    | 11%      | 10%   |          |       |
| Grade 10   | 9%       | 9%    | 9%       | 8%    | 5%       | 8%    |          |       |
| Grade 12   | 6%       | 7%    | 6%       | 6%    | 5%       | 6%    |          |       |
| Elementary Parents   | 11%      | 10%   | 6%       | 8%    | 7%       | 8%    |          |       |
| Secondary Parents  | 7%       | 7%    | 5%       | 6%    | 5%       | 6%    |          |       |
| <b>Ministry Satisfaction Survey:</b> "Do your teachers care about you?"                                  |          |       |          |       |          |       |          |       |
| Grade 4  | 91%      | 91%   | 95%      | 92%   | 96%      | 92%   |          |       |
| Grade 7  | 68%      | 76%   | 78%      | 80%   | 81%      | 77%   |          |       |
| Grade 10   | 45%      | 44%   | 52%      | 47%   | 50%      | 47%   |          |       |
| Grade 12   | 56%      | 49%   | 51%      | 51%   | 63%      | 52%   |          |       |
| Elementary Parents   | 89%      | 86%   | 89%      | 87%   | 89%      | 87%   |          |       |
| Secondary Parents  | 78%      | 66%   | 76%      | 68%   | 76%      | 69%   |          |       |
| <b>Ministry Satisfaction Survey:</b> "Do adults in the school treat all students fairly?"                |          |       |          |       |          |       |          |       |
| Grade 4  | 76%      | 80%   | 83%      | 78%   | 79%      | 78%   |          |       |
| Grade 7  | 54%      | 62%   | 59%      | 63%   | 62%      | 62%   |          |       |
| Grade 10   | 43%      | 48%   | 48%      | 48%   | 46%      | 48%   |          |       |
| Grade 12   | 54%      | 49%   | 49%      | 49%   | 56%      | 50%   |          |       |
| Elementary Parents   | 78%      | 79%   | 83%      | 79%   | 80%      | 79%   |          |       |
| Secondary Parents  | 75%      | 67%   | 73%      | 67%   | 73%      | 67%   |          |       |
| <b>Ministry Satisfaction Survey:</b> "Do your teachers help you with your school work when you need it?" |          |       |          |       |          |       |          |       |
| Grade 4  | 80%      | 84%   | 79%      | 82%   | 81%      | 81%   |          |       |
| Grade 7  | 80%      | 83%   | 79%      | 83%   | 83%      | 82%   |          |       |
| Grade 10   | 73%      | 68%   | 72%      | 68%   | 73%      | 68%   |          |       |
| Grade 12   | 79%      | 72%   | 78%      | 70%   | 84%      | 72%   |          |       |
| Elementary Parents   | 79%      | 79%   | 80%      | 78%   | 85%      | 79%   |          |       |
| Secondary Parents  | 76%      | 65%   | 71%      | 64%   | 79%      | 65%   |          |       |
| <b>Ministry Satisfaction Survey:</b> Do you know how your school expects students to behave?             |          |       |          |       |          |       |          |       |
| Grade 4  | 91%      | 89%   | 90%      | 89%   | 92%      | 89%   |          |       |
| Grade 7  | 82%      | 83%   | 84%      | 84%   | 85%      | 84%   |          |       |
| Grade 10   | 66%      | 67%   | 68%      | 68%   | 74%      | 70%   |          |       |
| Grade 12   | 74%      | 69%   | 73%      | 71%   | 76%      | 72%   |          |       |
| Elementary Parents****   | 89%      | 87%   | 93%      | 87%   | 90%      | 87%   |          |       |
| Secondary Parents  | 84%      | 77%   | 81%      | 79%   | 85%      | 79%   |          |       |

**SCHOOL COMPLETION OBJECTIVE 1**

**IDENTIFICATION: To continue to develop the capacity to identify students who are at risk of not completing their programs.**

| <u>Action Plan:</u>   | <u>Ongoing Progress To Date:</u>  |
|---|---|
| <p><b>We will....</b><br/>Continue to listen to student voice.</p>  | <ul style="list-style-type: none"> <li>We have collected data from students through student forums, interviews and reviewing student files. We held forums in middle and secondary schools, in regular and alternate settings. We interviewed students at risk of not completing, students in HLP, PSLC, and Aboriginal students. We have reviewed files of students who have not completed school, and students at risk of not completing.</li> <li>We will continue to collect data in this area, and use it to inform our work in School Completion. We will continue to present the data to the district workgroup, school trustees, and school staffs.</li> </ul>  |
| <p><b>We will....</b><br/>Continue to develop a base of understanding with all staff on why students are not completing school.</p> | <ul style="list-style-type: none"> <li>Continue to participate in the Regional (Okanagan Mainline) BC School Superintendents' Association (BCSSA) project "School Completion and Beyond".</li> <li>Continue to present at the Regional BCSSA project.</li> <li>Continue to meet two to three times per year as a workgroup focused on the School Completion / Transition to provide leadership and a forum for discussion with the theme being "Creating Hope: One Student at a Time".</li> <li>Hold workgroup sessions at each secondary and middle school to involve more classroom teachers.</li> <li>Work toward including parents and students in the workgroup or have additional workgroup sessions with parents/students to gain insights and involvement.</li> </ul> |
| <p><b>We will....</b><br/>Refine data gathering and accessing in order to better focus our efforts.</p>                             | <ul style="list-style-type: none"> <li>Continue with our district data gathering committee to produce a computer based data gathering method from K-12.</li> <li>Review middle school data gathering sheet.</li> <li>Continue to look at high yield factors in research to inform our practice.</li> <li>Develop a means to gather 'exit' information.</li> </ul>   |

**SCHOOL COMPLETION OBJECTIVE 2:**

**PREVENTION: to provide students with a relevant, engaging and accessible learning experience within a supportive and caring community.**

| <u>Action Plan:</u>   | <u>Ongoing Progress To Date:</u>  |
|---|---|
| <p><b>We will ...</b><br/>Emphasize the centrality of positive RELATIONSHIPS in student success</p> | <ul style="list-style-type: none"> <li>Each secondary school has continued to refine its model of early identification of and intervention with students who are at risk of not completing their programs.</li> <li>A professional development session for teachers of grade 9 students will be held in June 2009. It will focus on the need for strong teacher/student relationships for successful completion of school.</li> <li>District Transition meetings will continue to be held 2-3 times a year, so that representatives from the middle and secondary schools have an opportunity to meet and share ideas that are working well.</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Each secondary school, in connection with their feeder middle schools, will continue to plan for successful transitions between grades 8 and 9:             <ul style="list-style-type: none"> <li>- grade 8 students will "visit" their future schools a number of times over the course of their grade 8 year</li> <li>- Secondary Leadership students will be utilized as mentors for new grade 9 students</li> <li>- Transition teachers on each secondary staff will coordinate transition planning</li> </ul> </li> <li>• Student Leadership Programs will be expanded to encompass more work on enhancing student interactions and school culture.</li> <li>• Six meetings have been held with representatives of the Penticton Indian Band in an effort to further develop the working relationship. These meetings have resulted in an agreement for the delivery of programming to mature students as well as a modified approach to programming for students not meeting with success in their school programs. Further meetings will be required to continue to move this initiative ahead.</li> <li>• Class forums and individual student interviews have been conducted across the district to determine what "works" and what does not "work" for students in the school setting.</li> <li>• Teachers have continued to deepen their work with TRIBES.</li> <li>• <i>Be the Change</i> workshops, aimed at developing empathy, have been presented in five schools this year.</li> <li>• The <i>Friends</i> program was extended to include delivery to grade 7 classes.</li> <li>• Dr. Martin Brokenleg presented at the Summer Leadership Conference. This was followed-up by a study of his book <u>Reclaiming Youth at Risk</u>. He will be a keynote speaker at the August P.D. event.</li> <li>• Future work will include:             <ul style="list-style-type: none"> <li>- Ongoing development of the foregoing.</li> <li>- Investigation of the potential of the <i>Developmental Assets</i> framework to support the creation of supportive school cultures.</li> <li>- Creating a study group to further the work of implementing the concepts presented by Dr. Brokenleg.</li> <li>- Encourage greater parent participation and hold parent forums to gain insights and feedback.</li> </ul> </li> </ul> |
| <p><b>We will...<br/>Develop and implement approaches to INSTRUCTION &amp; ASSESSMENT that are supportive of learning.</b></p> | <ul style="list-style-type: none"> <li>• Continued effort was made to expand the assessment for learning and sound grading practices initiative:             <ul style="list-style-type: none"> <li>- teacher participation in the AFL webcasts continued to be strong</li> <li>- a second cohort of teachers was involved in the <i>Network of Performance Based Schools</i> "Show What You Know" project</li> <li>- a district action research group of secondary and middle school teachers investigated the impact of AFL and sound grading practices.</li> </ul> </li> <li>• A workshop was held with a representative of the Galileo Educational Network to allow teachers the opportunity to explore the use of technology as a learning tool and creating "21<sup>st</sup> Century learning experiences."</li> </ul>  |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• Related to the above, initial contacts have been made with two local individuals who are internationally known for their work on the integration of technology into the classroom as both a learning tool and vehicle. Both of the people have expressed an interest in working with district schools toward this end.</li> <li>• Meetings were held with Aboriginal Ed and Alternate Program teachers to explore the changing needs of their programs and students.</li> <li>• As part of an effort to better meet the learning needs of all students, an initial cohort group of teachers and administrators participated in an international conference on <i>differentiated instruction</i> and cohorts from schools attended the Leadership for Learning Academy with Faye Brownlie.</li> <li>• The SMART Learning initiative continues broaden and deepen its presence in the district, particularly at the upper levels where numerous teachers attended the learning rounds.</li> <li>• Forums/interviews were held with students throughout the district to determine, from an instructional perspective, what was, and was not, working for them in classes.</li> <li>• Greater attention will be given to encouraging the “parent voice” to become a larger and more consistent presence in school discussions.</li> </ul> |
| <p><b>We will...</b><br/> <b>Develop understandings of, and approaches to addressing issues with BEHAVIOUR that parallel <i>Assessment for Learning</i> concepts and are more supportive of learning and development.</b></p> | <ul style="list-style-type: none"> <li>• Restorative practices have been introduced at the district level of discipline work. Given the effectiveness of these sessions, this approach will be encouraged at the school level.</li> <li>• Project work will be undertaken to determine the feasibility of applying AFL concepts to work with students facing behavioural challenges.</li> <li>• Continue to support work in Social Responsibility that teaches concepts of being an ethical, responsible and caring human being who contributes positively to the school and community.</li> </ul>   |

**SCHOOL COMPLETION OBJECTIVE 3:**  
**INTERVENTION: to develop a pyramid of interventions to provide focused support for students who have been identified as at-risk of not completing.**

| <b>Action Plan for Objectives 3:</b>   | <b>Ongoing Progress To Date:</b>   |
|--|--|
| <p><b>We will...</b><br/> <b>Work toward developing RESTORATIVE PRACTICES at the district and school levels.</b></p>                                 | <ul style="list-style-type: none"> <li>• Restorative practices have been introduced at the district level of discipline work. Given the effectiveness of these sessions, this approach will be considered for expansion at the school level.</li> <li>• Develop a district network or study group to consider the application of AFL principles to addressing behavioural issues as part of the restorative process.</li> </ul>  |
| <p><b>We will...</b><br/> <b>Continue to reconsider elements of ALTERNATE EDUCATION in light of our new understandings of school completion.</b></p> | <ul style="list-style-type: none"> <li>• Continue to meet as a group to develop alternative education philosophy and programming options. Two meetings were held in the 2008/09 school year to begin a conversation about philosophy and gain input and feedback on what students need to complete school.</li> <li>• Develop 2-credit courses.</li> <li>• Review structure of HLP.</li> <li>• Develop a means of delivering programs for students who don't fit in the regular structure of school.</li> <li>• Utilizing the flexibility available through the Home Learners Program, a collaborative program was developed with the Penticton Indian Band to support Aboriginal students who were not encountering success in their current school programs.</li> <li>• Initiate discussion around alternate program delivery models.</li> </ul> |

|   |  |
|---|--|
| <p><b>We will...</b><br/> <b>Expand CAREER DEVELOPMENT programming and options.</b></p>       | <ul style="list-style-type: none"> <li>• Increase knowledge, education, and options of work experience and career development at the middle school level so that students become aware and involved in programs leading to HOPE.</li> <li>• Continue to develop dual credit options.</li> <li>• Pursue collaborative work experience/career development with our Aboriginal Education population.</li> </ul> |
| <p><b>We will...</b><br/> <b>Develop INTER-AGENCY connections in support of students.</b></p> | <ul style="list-style-type: none"> <li>• Continue involvement in inter-agency groups to support our students.</li> </ul>   |

**SCHOOL COMPLETION OBJECTIVE 4:**  
**RECOVERY: Given that roughly 15% of our students fail to complete their educational programs, work will be initiated on developing potential ways and means of providing these students with the opportunity to complete their programs**

| <u>Action Plan: (2008/09)</u>   | <u>Details:</u>   |
|---|---|
| <p><b>We will...</b><br/> <b>undertake to answer the following questions:</b></p> <ul style="list-style-type: none"> <li>- Who is not completing?</li> <li>- Why are they not completing?</li> <li>- What might be done in SD67 to provide these students with an enhanced opportunity to complete their programs?</li> </ul> | <ul style="list-style-type: none"> <li>• Exit and follow-up interviews will have to be conducted with students leaving school.</li> <li>• Explore the possibility of collaborative ventures with other social support agencies.</li> <li>• Research and visit district with successful recovery models already in place.</li> </ul> |

**ANALYSIS: (2008-09)**

- Work Groups met twice and identified areas for future attention
- Students were interviewed for input
- Initial work was completed on developing a data gathering format
- New connections were created with the Penticton Indian Band
- Work on AFL, differentiated instructional practices and sound grading practices was expanded and deepened

**NEXT STEPS:**

- Development of restorative approaches to discipline
- Formal consideration of behaviour approaches through the lens of Dr. Martin Brokenleg's Circle of Courage
- Increase meaningful parent involvement
- Continued focus on Aboriginal students and students with behavioural challenges
- Finish development of data gathering tool

**Goal: To improve student success in numeracy.**

**RATIONALE:**

The role of research has greatly impacted both the teaching of mathematics and how mathematics is learned. The National Research Council has found that a numerate citizen must have the following five attributes to be mathematically proficient:

1. Conceptual Understanding
2. Procedural Fluency
3. Strategic Competence
4. Adaptive Reasoning
5. Productive Disposition

The WNPC Mathematics curriculum (May 2006) that serves as the basis for the new BC Ministry of Education Mathematics curriculum states:

*“Students learn by attaching meaning to what they do and need to construct their own meaning of mathematics. This meaning is best developed when learners encounter mathematical experiences that proceed from the simple to the complex and from the concrete to the abstract.”*

The district, in a move to better track student data, has devoted resources to electronic assessment. Specifically, the DMAs (District Math Assessments) are now available electronically to all teachers for grades 2 through 9. Feedback indicates that this is important for the following reasons:

1. Data is available to teachers very soon after assessment is complete
2. Data can be broken down by subcategories for specific analysis (i.e. gender, aboriginal, strands, etc).
3. Paper is reduced
4. Similar to the electronic FSA testing so students are prepared
5. Data can be used by individual teachers to guide their classroom practices as well as the district to guide numeracy goals

The district recognizes the need to support teachers in professional development if student learning is to be improved. Several initiatives have been initiated to help teachers learn and improve utilizing best practices. These include First Steps in Mathematics, BreakThrough Mathematics, and SmartLearning.

Foundation Skills Assessment results show a significant drop in all students provincially in the 2007-08 year. This may be a result of the new electronic testing and the mid year point of testing based on the end of the year performance standards. This will be the new baseline data. FSA results do indicate that our grade 4 students are close to the provincial average but our grade 7 students are below. Provincial exams at the grade 10 level indicate the Principles students are achieving above the provincial average each year, but the students in Applications and Essentials are below or equal to the provincial average. At the grade 12 level, the provincial results indicate that students in both Principles and Applications are above the provincial average each year. These results indicate that we still have work to do to improve the achievement of all students in numeracy.

**NUMERACY OBJECTIVE 1**

**To increase the percentage of students minimally meet/meet/exceed the expectations for numeracy proficiency by the ends of grade 3 and 5.**

**TARGET:**

| Leading Performance Indicator(s)                                    | Baseline Results | Results |         |         |         |         |
|---|------------------|---------|---------|---------|---------|---------|
|   |                  | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
| <b>District Numeracy Assessment</b>                                 |                  |         |         |         |         |         |
| Grade 3   | 92%              |         |         |         |         |         |
| Grade 5   | 82%              |         |         |         |         |         |
| <b>District Numeracy Assessment results for Aboriginal students</b> |                  |         |         |         |         |         |
| Grade 3   | 81%              |         |         |         |         |         |
| Grade 5   | 70%              |         |         |         |         |         |

**NUMERACY OBJECTIVE 2:**  
**To increase the percentage of students minimally meet/meet/exceed the expectations for numeracy proficiency by the end of grade 8 and 12.**

**TARGET:**

By June 2008, there will be a 5% increase in the number of students' minimally meeting/meeting/exceeding expectations in grade 8 and 12 mathematics.

| Leading Performance Indicator(s)  | Baseline Results | Results |         |         |         |
|---|------------------|---------|---------|---------|---------|
|   | 2006-07          | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| District Numeracy Assessment (changed to the Vancouver Island District Math Assessment in 2006-07)*** |                  |         |         |         |         |
| Grade 8****   | 68%              | 67%     |         |         |         |
| District Numeracy Assessment (Aboriginal students)  |                  |         |         |         |         |
| Grade 8   | 68%              | 44%     |         |         |         |

\*\*\* Assessment changed from a locally developed assessment to the Vancouver Island District Math Assessment that reflects the new WNCP curriculum. This percent represents the number of grade 8 students that score 50% or higher on the assessment. This has become the new baseline.

\*\*\*\* Please note that the district has not implemented the new WNCP standards or the new IRP or the new resource until Fall

| <u>Action Plan: (2008- 09)</u>   | <u>Details</u>  |
|--|---|
| <p><b>We will:</b></p> <ol style="list-style-type: none"> <li>Focus support on students not meeting targets at specific grade levels:</li> <li>Support teachers in use of best practice in Mathematics</li> <li>Continue using Assessment For Learning to make decisions regarding classroom practice:</li> <li>District Numeracy Workgroup</li> </ol> | <ul style="list-style-type: none"> <li>Diagnostic Math Assessments</li> <li>Grade to Grade and School to School Transitions</li> <li>First Steps in Math</li> <li>Indicators/tracking of Aboriginal students</li> <li>Summer Professional Development</li> <li>Breakthrough Math</li> <li>First Steps in Math</li> <li>Use of approved resources</li> <li>Knowledge of WNCP curriculum</li> <li>Diagnostic Math Assessments</li> <li>Summer Professional Development</li> <li>Math Makes Sense workshops</li> <li>Professional development through District Numeracy Helping Teachers</li> <li>Assessment Training Institute (Portland) – “Sound Grading Practices”</li> <li>Assessment Training Institute</li> <li>Diagnostic Math Assessments</li> <li>Summer Professional Development</li> <li>Foundation Skills Assessment Data</li> <li>Teachers and administrators working collaboratively to set direction for the District</li> </ul> |

| <u>Action Plan: (2008- 09)</u>  | <u>Details</u>  |
|---|---|
| <p>5. Support teachers and administrators with the implementation of the WNCP/BC curriculum focusing on student achievement</p> <p>6. Tracking and support of Aboriginal students</p> | <ul style="list-style-type: none"> <li>• Use of approved resources</li> <li>• Summer professional development</li> <li>• Professional development through District Numeracy Helping Teachers</li> <li>• Diagnostic Math Assessments in grades 3 and 7</li> <li>• Foundation Skills Assessment Data</li> <li>• Math Exam Results – grade 10 and 12.</li> </ul> |

**ANALYSIS: (2008-09):**

Our leading indicator data (FSA results, grade 3, 5, & 8 year end assessments) was not available at the time this document was finalized.

**NEXT STEPS:**

- Investigating SMART learning in the context of a mathematics classroom
- Working with schools to continue the conversation centred on *how* children learn Mathematics
- Continue presenting at school PAC meetings
- Working with administrator groups to share/discuss the needs of schools on a large scale basis
- Support teachers doing Action Research in the area of Mathematics
- Monitor the implementation of the new grade 9 - 12 Math curriculum
- Plan collaboration meeting between middle and high school teachers to share best practices
- Supporting schools with staff who have completed First Steps in Math to build a learning community

**QUESTIONS FOR FURTHER STUDY:**

How can we include and engage more middle school teachers in conversations regarding the intent of the WNCP Math Curriculum?

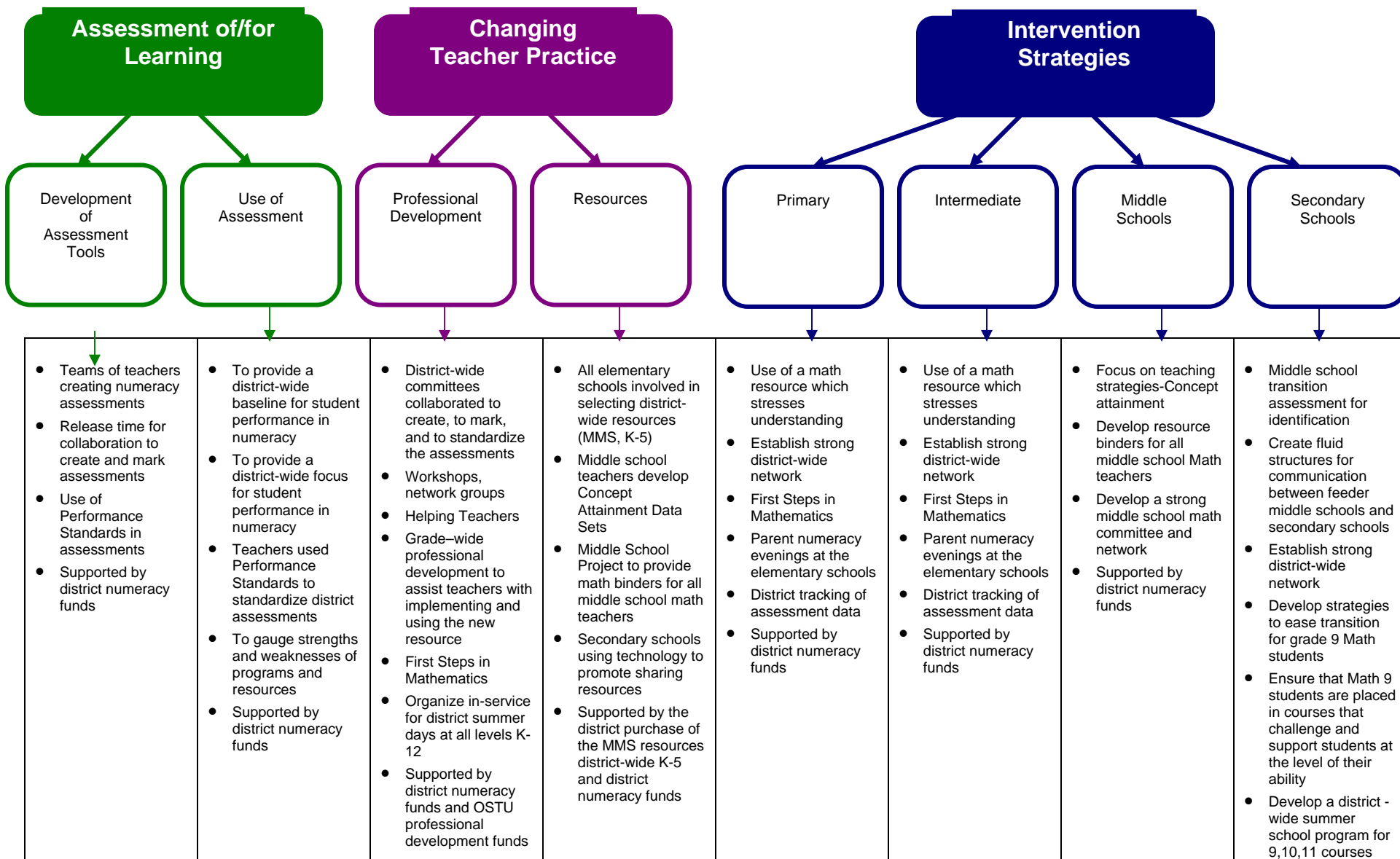
Would Grade 8 Math teachers benefit from taking Breakthrough Math?

What feedback will be received and questions asked by teachers after Dr. Peter Liljedahl (SFU) presents for two days at the September Pro-D sessions?

How will we identify areas to improve in as we implement the new Math 9 course?

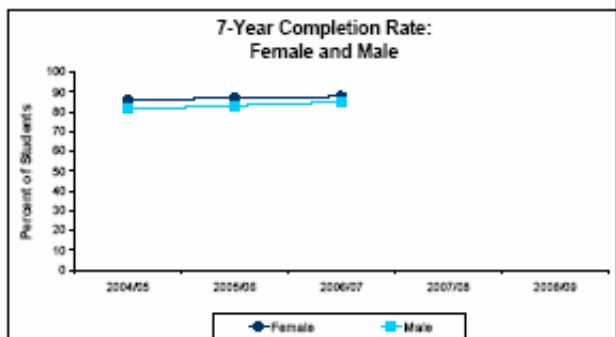
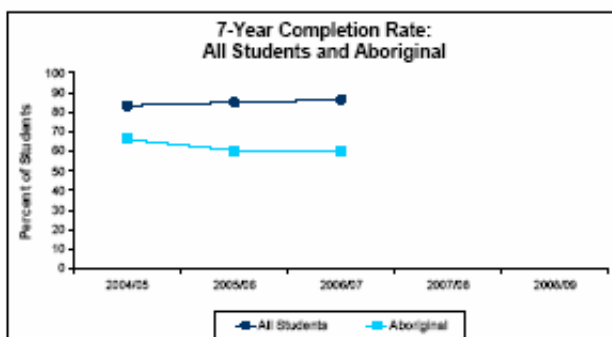
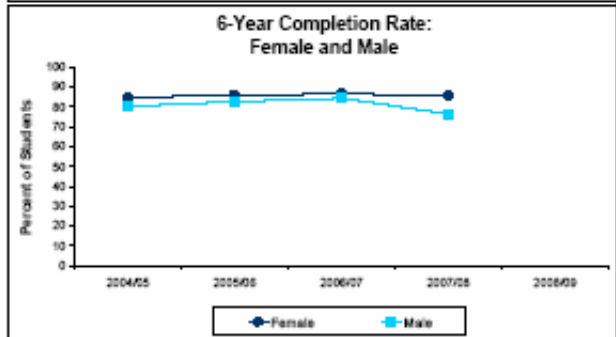
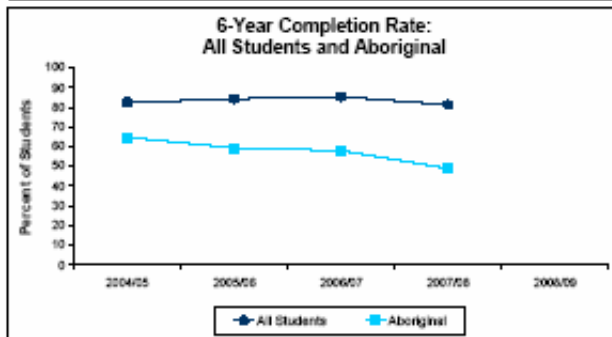
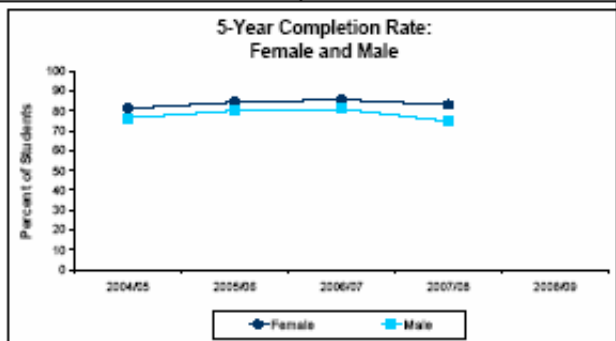
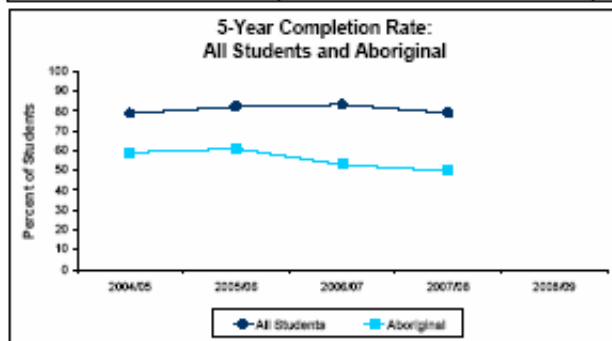
## SCHOOL DISTRICT No. 67 (OKANAGAN SKAHA)

### NUMERACY: AN ORGANIZATIONAL FRAMEWORK



# Supporting Data

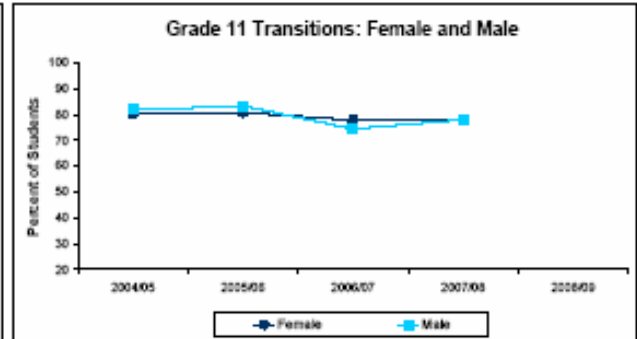
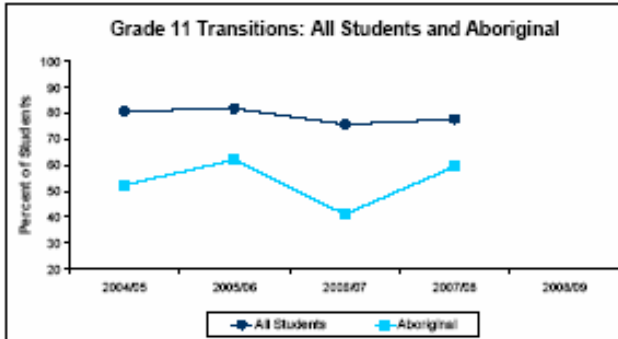
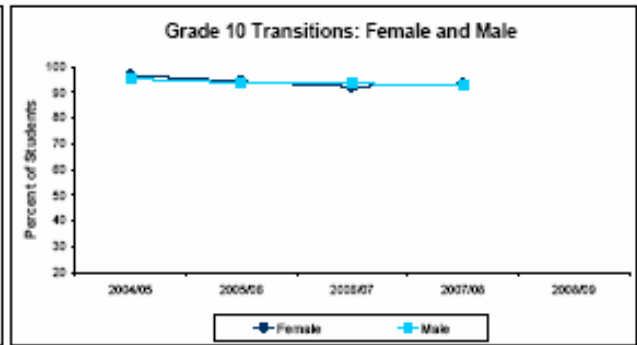
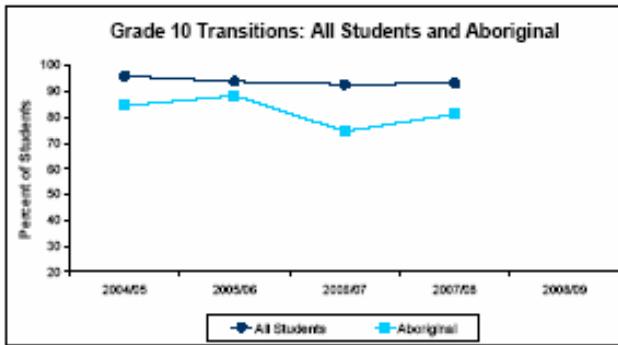
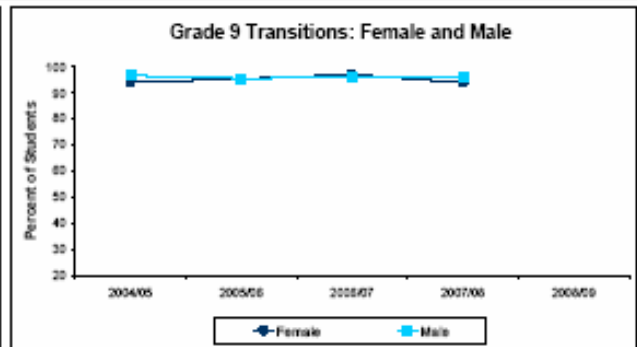
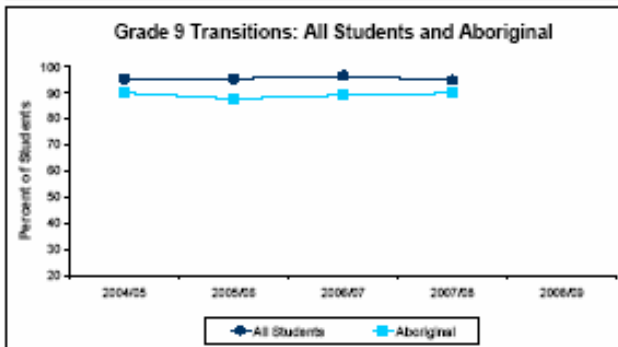
| SD067 - Okanagan Skaha                 |                        |         |         |         |         |                        |         |         |         |         |                        |         |         |         |         |
|--|------------------------|---------|---------|---------|---------|------------------------|---------|---------|---------|---------|------------------------|---------|---------|---------|---------|
| Completion Rate                        |                        |         |         |         |         |                        |         |         |         |         |                        |         |         |         |         |
| % of Students Completed                | 5-Year Completion Rate |         |         |         |         | 6-Year Completion Rate |         |         |         |         | 7-Year Completion Rate |         |         |         |         |
|  | 2004/05                | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2004/05                | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2004/05                | 2005/06 | 2006/07 | 2007/08 | 2008/09 |
| All Students                           | 79                     | 82      | 83      | 79      |         | 82                     | 84      | 85      | 81      |         | 83                     | 85      | 86      |         |         |
| Female                                 | 81                     | 84      | 86      | 83      |         | 85                     | 86      | 86      | 86      |         | 86                     | 87      | 88      |         |         |
| Male                                   | 76                     | 80      | 81      | 75      |         | 80                     | 83      | 84      | 76      |         | 81                     | 83      | 85      |         |         |
| Aboriginal (Included in figures above) | 59                     | 61      | 53      | 50      |         | 55                     | 59      | 58      | 49      |         | 56                     | 60      | 60      |         |         |
| Province - All Students                | 76                     | 76      | 77      | 76      |         | 80                     | 81      | 81      | 79      |         | 82                     | 82      | 82      |         |         |
| Number of Students in Cohort           |                        |         |         |         |         |                        |         |         |         |         |                        |         |         |         |         |
| All Students                           | 706                    | 685     | 770     | 736     |         | 719                    | 696     | 777     | 747     |         | 719                    | 696     | 773     |         |         |
| Female                                 | 335                    | 324     | 366     | 371     |         | 342                    | 328     | 371     | 372     |         | 342                    | 327     | 367     |         |         |
| Male                                   | 371                    | 361     | 404     | 364     |         | 377                    | 368     | 406     | 375     |         | 377                    | 368     | 406     |         |         |
| Aboriginal (Included in figures above) | 58                     | 59      | 62      | 46      |         | 60                     | 60      | 60      | 49      |         | 61                     | 59      | 59      |         |         |



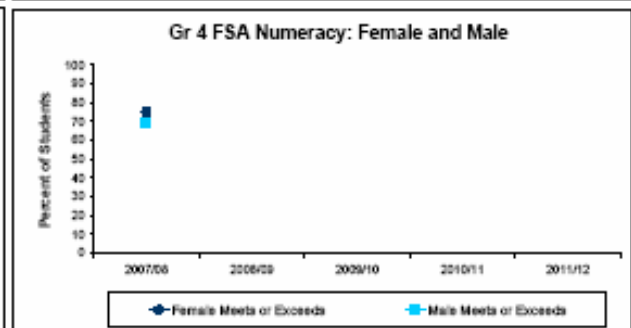
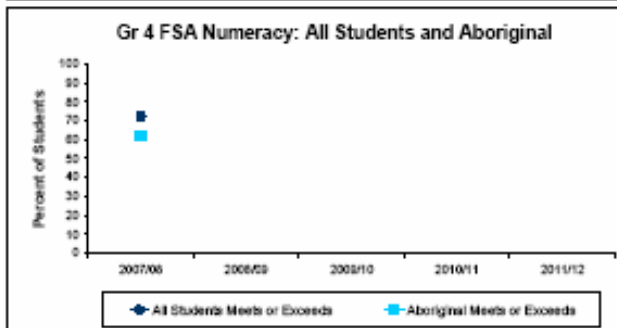
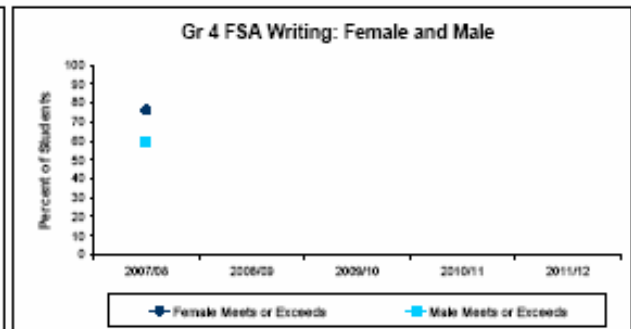
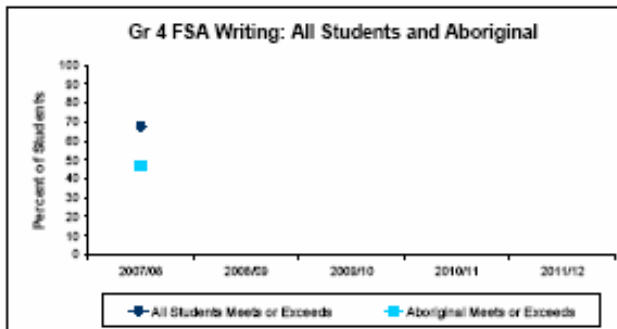
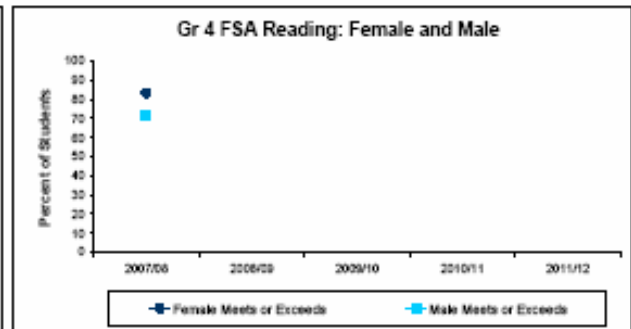
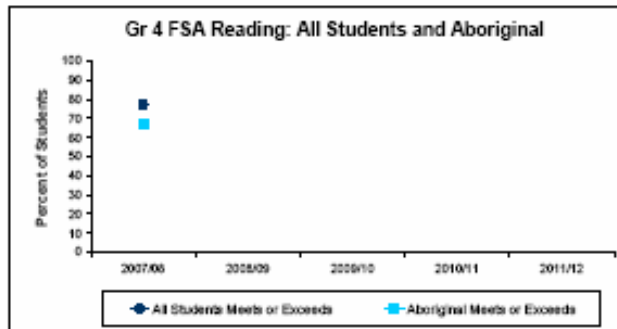
**SD067 - Okanagan Skaha**

**Grade-to-Grade Transitions**

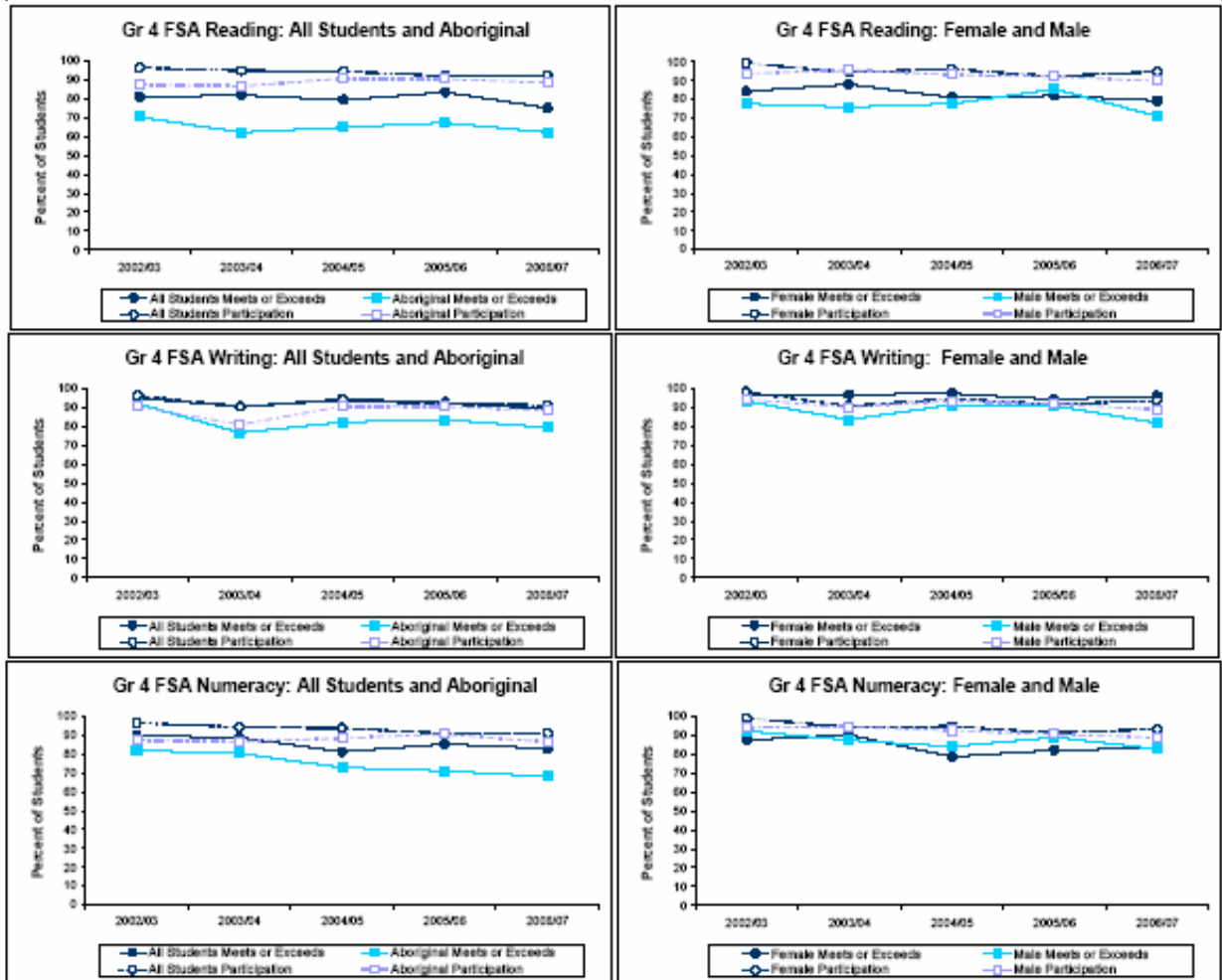
| Successful Transition (%)              | From Grade 9 to Higher |         |         |         |         | From Grade 10 to Higher |         |         |         |         | From Grade 11 to Higher |         |         |         |         |
|--|------------------------|---------|---------|---------|---------|-------------------------|---------|---------|---------|---------|-------------------------|---------|---------|---------|---------|
|  | 2004/05                | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2004/05                 | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2004/05                 | 2005/06 | 2006/07 | 2007/08 | 2008/09 |
| All Students                           | 95                     | 95      | 96      | 95      |         | 96                      | 94      | 93      | 93      |         | 81                      | 82      | 76      | 78      |         |
| Female                                 | 94                     | 95      | 97      | 94      |         | 97                      | 94      | 92      | 93      |         | 80                      | 81      | 78      | 78      |         |
| Male                                   | 97                     | 96      | 96      | 96      |         | 95                      | 94      | 93      | 93      |         | 82                      | 83      | 74      | 78      |         |
| Aboriginal (Included in figures above) | 90                     | 88      | 89      | 90      |         | 84                      | 88      | 75      | 81      |         | 53                      | 62      | 41      | 60      |         |
| Province - All Students                | 94                     | 94      | 95      | 95      |         | 90                      | 89      | 90      | 90      |         | 81                      | 82      | 83      | 84      |         |
| # of Students Successful Transition    |                        |         |         |         |         |                         |         |         |         |         |                         |         |         |         |         |
| All Students                           | 634                    | 624     | 601     | 586     |         | 611                     | 643     | 639     | 608     |         | 594                     | 562     | 550     | 554     |         |
| Female                                 | 287                    | 304     | 298     | 293     |         | 310                     | 289     | 308     | 293     |         | 286                     | 280     | 251     | 270     |         |
| Male                                   | 347                    | 320     | 303     | 293     |         | 301                     | 354     | 331     | 315     |         | 308                     | 282     | 299     | 284     |         |
| Aboriginal (Included in figures above) | 54                     | 43      | 57      | 53      |         | 27                      | 53      | 38      | 52      |         | 21                      | 23      | 28      | 31      |         |



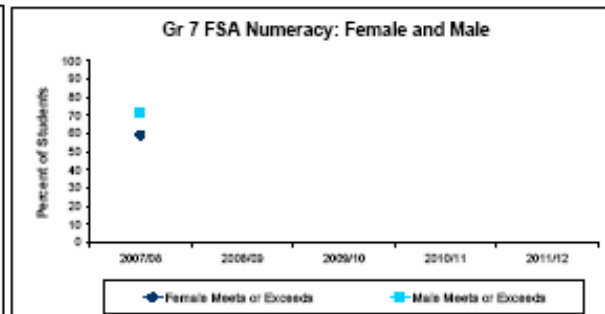
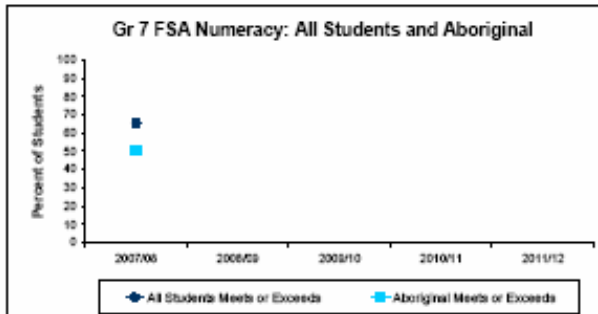
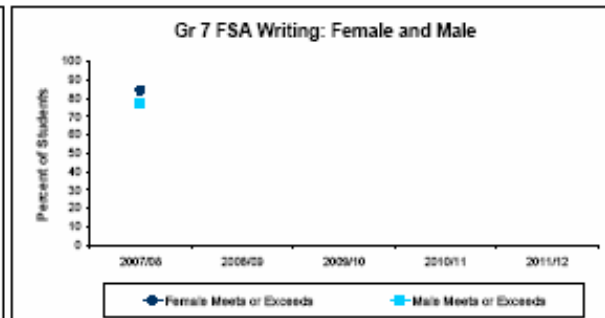
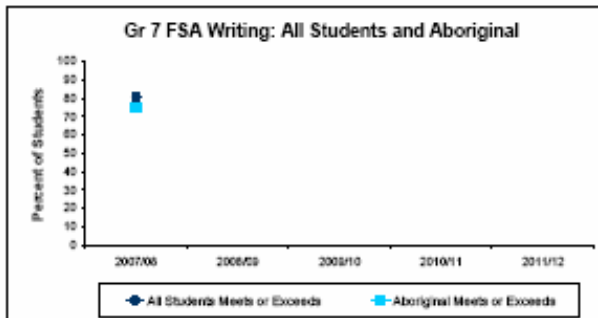
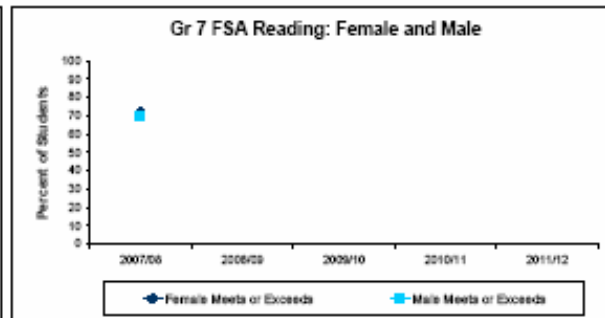
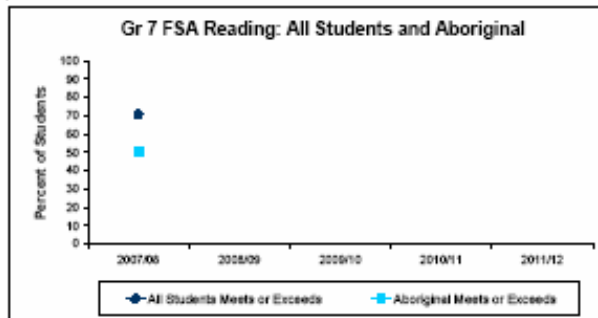
| SD067 - Okanagan Skaha                 |  | Grade 4               |         |         |         |         |         |         |         |         |         |          |         |         |         |         |
|--|--|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|---------|---------|
| Foundation Skills Assessment           |  | Reading Comprehension |         |         |         |         | Writing |         |         |         |         | Numeracy |         |         |         |         |
| Meeting or Exceeding Expect. (%)       |  | 2007/08               | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2007/08  | 2008/09 | 2009/10 | 2010/11 | 2011/12 |
| All Students                           |  | 77                    |         |         |         |         | 68      |         |         |         |         | 72       |         |         |         |         |
| Female                                 |  | 83                    |         |         |         |         | 76      |         |         |         |         | 75       |         |         |         |         |
| Male                                   |  | 71                    |         |         |         |         | 59      |         |         |         |         | 69       |         |         |         |         |
| Aboriginal (included in figures above) |  | 67                    |         |         |         |         | 46      |         |         |         |         | 62       |         |         |         |         |
| Province - All Students                |  | 74                    |         |         |         |         | 71      |         |         |         |         | 70       |         |         |         |         |
| Performance Level Unknown (%)          |  |                       |         |         |         |         |         |         |         |         |         |          |         |         |         |         |
| All Students                           |  | 11                    |         |         |         |         | 13      |         |         |         |         | 13       |         |         |         |         |
| Female                                 |  | 7                     |         |         |         |         | 8       |         |         |         |         | 8        |         |         |         |         |
| Male                                   |  | 16                    |         |         |         |         | 19      |         |         |         |         | 18       |         |         |         |         |
| Aboriginal (included in figures above) |  | 16                    |         |         |         |         | 15      |         |         |         |         | 16       |         |         |         |         |
| Province - All Students                |  | 9                     |         |         |         |         | 11      |         |         |         |         | 9        |         |         |         |         |
| Count of Participants                  |  |                       |         |         |         |         |         |         |         |         |         |          |         |         |         |         |
| All Students                           |  | 411                   |         |         |         |         | 409     |         |         |         |         | 411      |         |         |         |         |
| Female                                 |  | 206                   |         |         |         |         | 205     |         |         |         |         | 206      |         |         |         |         |
| Male                                   |  | 205                   |         |         |         |         | 204     |         |         |         |         | 205      |         |         |         |         |
| Aboriginal (included in figures above) |  | 55                    |         |         |         |         | 54      |         |         |         |         | 55       |         |         |         |         |



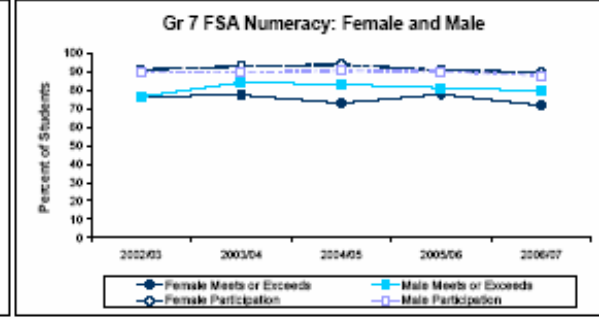
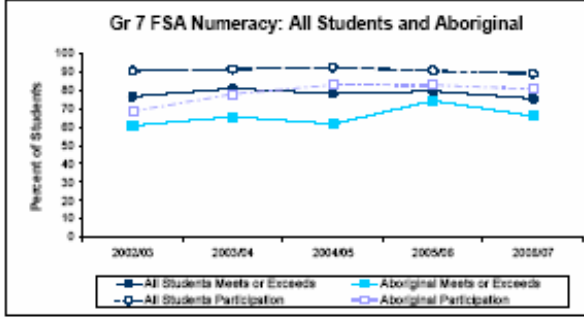
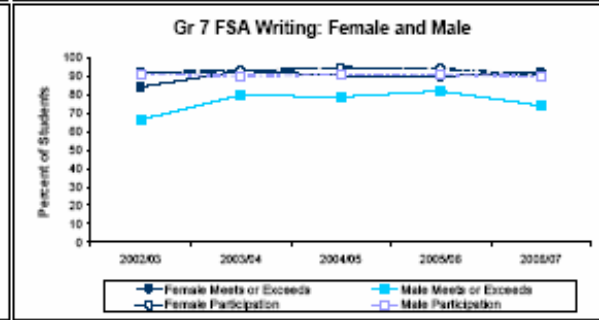
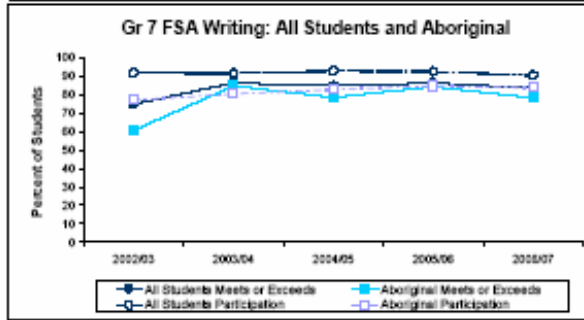
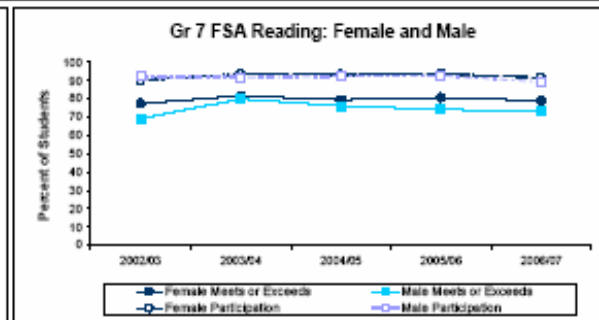
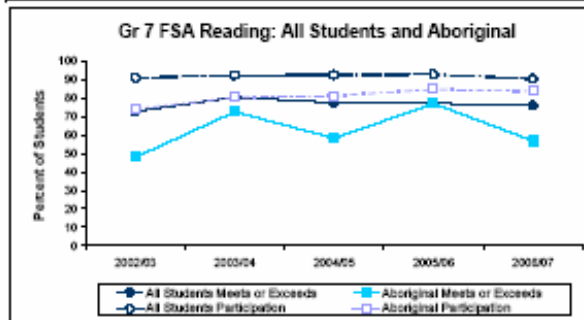
| SD067 - Okanagan Skaha                            |  |                       |         |         |         |         |         |         |         |         |         |          |         |         |         |         |
|---|--|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|---------|---------|
| Foundation Skills Assessment (2002/03 to 2006/07) |  |                       |         |         |         |         |         |         |         |         |         |          |         |         |         |         |
| Grade 4   |  |                       |         |         |         |         |         |         |         |         |         |          |         |         |         |         |
|   |  | Reading Comprehension |         |         |         |         | Writing |         |         |         |         | Numeracy |         |         |         |         |
| Meeting or Exceeding Expect. (%)                  |  | 2002/03               | 2003/04 | 2004/05 | 2005/06 | 2006/07 | 2002/03 | 2003/04 | 2004/05 | 2005/06 | 2006/07 | 2002/03  | 2003/04 | 2004/05 | 2005/06 | 2006/07 |
| All Students                                      |  | 81                    | 82      | 79      | 84      | 75      | 95      | 91      | 95      | 93      | 89      | 90       | 89      | 81      | 85      | 83      |
| Female  |  | 84                    | 88      | 81      | 82      | 79      | 97      | 97      | 98      | 94      | 96      | 88       | 90      | 79      | 82      | 83      |
| Male  |  | 78                    | 76      | 78      | 85      | 71      | 94      | 84      | 92      | 91      | 82      | 92       | 88      | 84      | 89      | 83      |
| Aboriginal (Included in figures above)            |  | 70                    | 62      | 65      | 67      | 62      | 92      | 77      | 83      | 84      | 80      | 82       | 80      | 73      | 71      | 68      |
| Province - All Students                           |  | 77                    | 80      | 79      | 80      | 77      | 94      | 91      | 93      | 90      | 90      | 87       | 88      | 87      | 86      | 85      |
| Participation Rate (%)                            |  |                       |         |         |         |         |         |         |         |         |         |          |         |         |         |         |
| All Students                                      |  | 96                    | 95      | 95      | 92      | 92      | 96      | 91      | 94      | 92      | 91      | 97       | 95      | 94      | 91      | 91      |
| Female  |  | 99                    | 94      | 96      | 92      | 95      | 98      | 91      | 96      | 92      | 94      | 99       | 94      | 95      | 92      | 93      |
| Male  |  | 94                    | 96      | 93      | 92      | 90      | 95      | 90      | 94      | 92      | 89      | 94       | 95      | 93      | 91      | 89      |
| Aboriginal (Included in figures above)            |  | 88                    | 87      | 91      | 91      | 88      | 91      | 81      | 91      | 91      | 88      | 88       | 87      | 89      | 91      | 87      |
| Province - All Students                           |  | 93                    | 91      | 92      | 90      | 89      | 92      | 91      | 91      | 89      | 88      | 92       | 91      | 92      | 88      | 88      |
| Number of Participants                            |  |                       |         |         |         |         |         |         |         |         |         |          |         |         |         |         |
| All Students                                      |  | 494                   | 485     | 477     | 446     | 429     | 494     | 463     | 475     | 445     | 425     | 495      | 483     | 473     | 441     | 424     |
| Female  |  | 254                   | 249     | 245     | 239     | 217     | 252     | 240     | 242     | 238     | 215     | 254      | 249     | 242     | 237     | 214     |
| Male  |  | 240                   | 236     | 232     | 207     | 212     | 242     | 223     | 233     | 207     | 210     | 241      | 234     | 231     | 204     | 210     |
| Aboriginal (Included in figures above)            |  | 28                    | 46      | 40      | 49      | 46      | 29      | 43      | 40      | 49      | 46      | 28       | 46      | 39      | 49      | 46      |



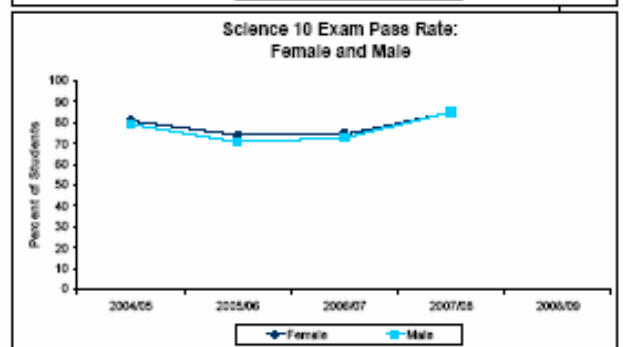
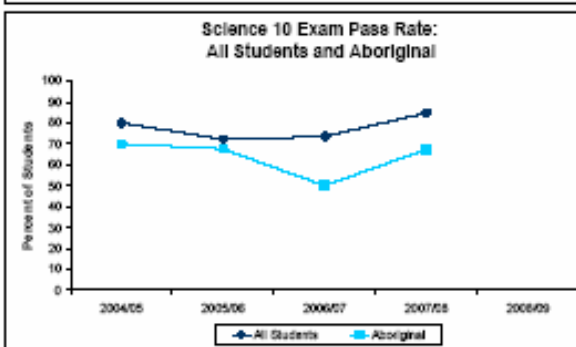
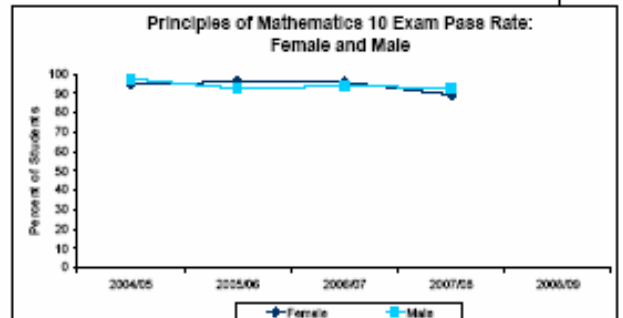
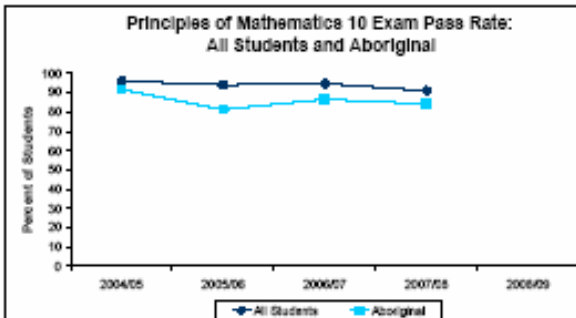
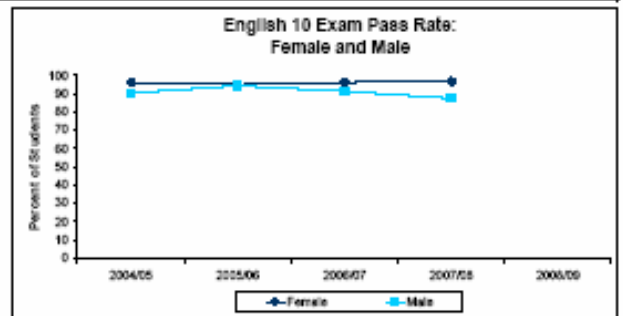
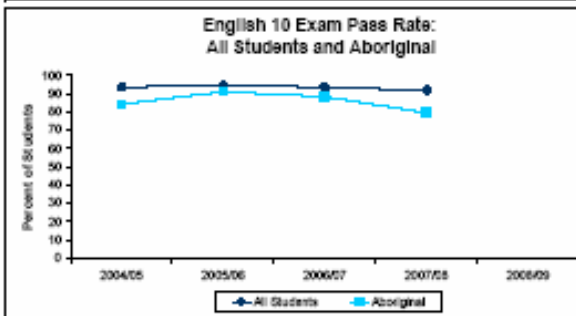
| SD067 - Okanagan Skaha                 |  | Grade 7               |         |         |         |         |         |         |         |         |         |          |         |         |         |         |
|--|--|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|---------|---------|
| Foundation Skills Assessment           |  | Reading Comprehension |         |         |         |         | Writing |         |         |         |         | Numeracy |         |         |         |         |
| Meeting or Exceeding Expect. (%)       |  | 2007/08               | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2007/08  | 2008/09 | 2009/10 | 2010/11 | 2011/12 |
| All Students                           |  | 70                    |         |         |         |         | 81      |         |         |         |         | 66       |         |         |         |         |
| Female                                 |  | 72                    |         |         |         |         | 84      |         |         |         |         | 59       |         |         |         |         |
| Male                                   |  | 69                    |         |         |         |         | 77      |         |         |         |         | 72       |         |         |         |         |
| Aboriginal (included in figures above) |  | 50                    |         |         |         |         | 75      |         |         |         |         | 50       |         |         |         |         |
| Province - All Students                |  | 59                    |         |         |         |         | 76      |         |         |         |         | 70       |         |         |         |         |
| Performance Level Unknown (%)          |  |                       |         |         |         |         |         |         |         |         |         |          |         |         |         |         |
| All Students                           |  | 6                     |         |         |         |         | 8       |         |         |         |         | 8        |         |         |         |         |
| Female                                 |  | 5                     |         |         |         |         | 8       |         |         |         |         | 10       |         |         |         |         |
| Male                                   |  | 7                     |         |         |         |         | 7       |         |         |         |         | 6        |         |         |         |         |
| Aboriginal (included in figures above) |  | 8                     |         |         |         |         | 8       |         |         |         |         | 8        |         |         |         |         |
| Province - All Students                |  | 9                     |         |         |         |         | 11      |         |         |         |         | 9        |         |         |         |         |
| Count of Participants                  |  |                       |         |         |         |         |         |         |         |         |         |          |         |         |         |         |
| All Students                           |  | 559                   |         |         |         |         | 559     |         |         |         |         | 559      |         |         |         |         |
| Female                                 |  | 274                   |         |         |         |         | 274     |         |         |         |         | 274      |         |         |         |         |
| Male                                   |  | 285                   |         |         |         |         | 285     |         |         |         |         | 285      |         |         |         |         |
| Aboriginal (included in figures above) |  | 60                    |         |         |         |         | 60      |         |         |         |         | 60       |         |         |         |         |



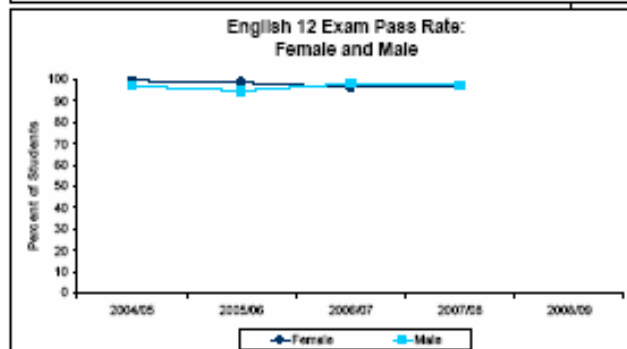
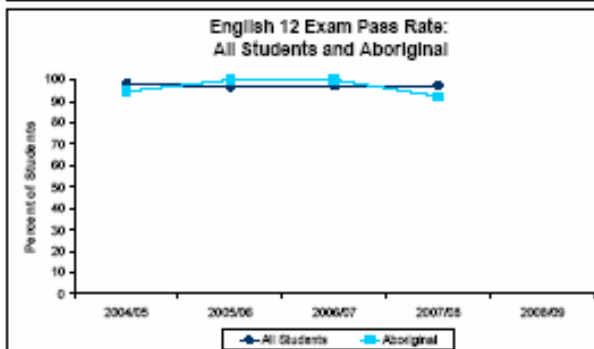
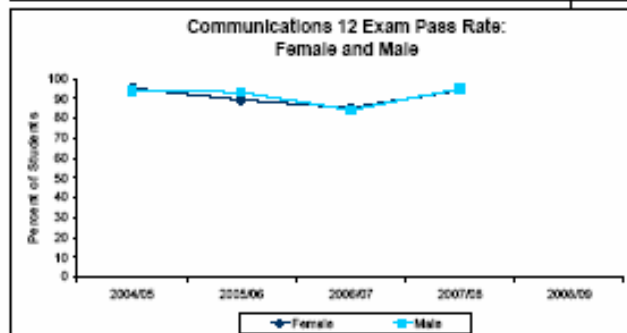
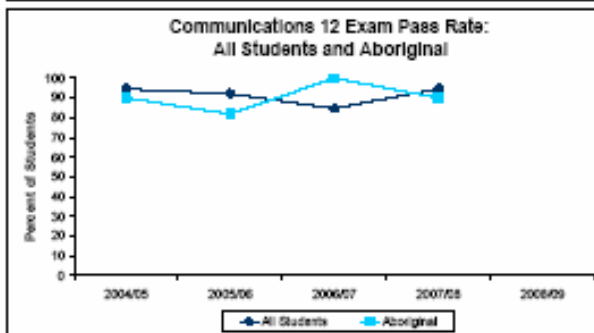
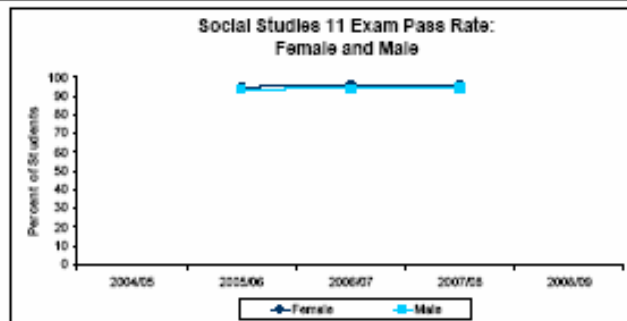
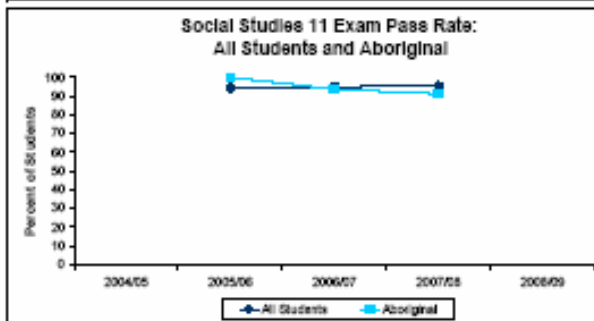
| SD067 - Okanagan Skaha                            |                       |         |         |         |         |         |         |         |         |         |          |         |         |         |         |
|---|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|---------|---------|
| Foundation Skills Assessment (2002/03 to 2006/07) |                       |         |         |         |         |         |         |         |         |         |          |         |         |         |         |
| Grade 7   |                       |         |         |         |         |         |         |         |         |         |          |         |         |         |         |
|   | Reading Comprehension |         |         |         |         | Writing |         |         |         |         | Numeracy |         |         |         |         |
| Meeting or Exceeding Expect. (%)                  | 2002/03               | 2003/04 | 2004/05 | 2005/06 | 2006/07 | 2002/03 | 2003/04 | 2004/05 | 2005/06 | 2006/07 | 2002/03  | 2003/04 | 2004/05 | 2005/06 | 2006/07 |
| All Students                                      | 73                    | 81      | 78      | 77      | 76      | 75      | 86      | 85      | 87      | 84      | 77       | 81      | 78      | 80      | 76      |
| Female  | 77                    | 82      | 79      | 81      | 79      | 84      | 93      | 91      | 90      | 92      | 77       | 78      | 73      | 78      | 72      |
| Male  | 69                    | 80      | 76      | 74      | 73      | 67      | 80      | 79      | 82      | 74      | 77       | 84      | 83      | 81      | 80      |
| Aboriginal (Included in figures above)            | 48                    | 73      | 58      | 77      | 57      | 61      | 85      | 79      | 84      | 78      | 61       | 66      | 62      | 74      | 66      |
| Province - All Students                           | 77                    | 80      | 77      | 73      | 72      | 79      | 90      | 90      | 87      | 86      | 84       | 83      | 83      | 84      | 82      |
| Participation Rate (%)                            |                       |         |         |         |         |         |         |         |         |         |          |         |         |         |         |
| All Students                                      | 91                    | 93      | 93      | 93      | 91      | 92      | 92      | 93      | 93      | 91      | 91       | 92      | 93      | 91      | 89      |
| Female  | 90                    | 94      | 93      | 94      | 91      | 92      | 93      | 95      | 94      | 91      | 91       | 93      | 94      | 91      | 90      |
| Male  | 92                    | 92      | 92      | 93      | 89      | 91      | 90      | 91      | 91      | 90      | 90       | 90      | 91      | 90      | 88      |
| Aboriginal (Included in figures above)            | 74                    | 80      | 81      | 85      | 84      | 77      | 80      | 83      | 85      | 84      | 69       | 78      | 83      | 83      | 81      |
| Province - All Students                           | 92                    | 92      | 92      | 90      | 89      | 92      | 91      | 91      | 89      | 88      | 92       | 91      | 92      | 88      | 89      |
| Number of Participants                            |                       |         |         |         |         |         |         |         |         |         |          |         |         |         |         |
| All Students                                      | 560                   | 561     | 546     | 539     | 505     | 564     | 556     | 548     | 537     | 505     | 557      | 555     | 546     | 525     | 498     |
| Female  | 257                   | 277     | 272     | 280     | 269     | 263     | 276     | 277     | 282     | 267     | 260      | 276     | 275     | 272     | 265     |
| Male  | 303                   | 284     | 274     | 259     | 236     | 301     | 280     | 271     | 255     | 238     | 297      | 279     | 270     | 253     | 233     |
| Aboriginal (Included in figures above)            | 26                    | 33      | 48      | 45      | 52      | 27      | 33      | 49      | 45      | 52      | 24       | 32      | 49      | 44      | 50      |



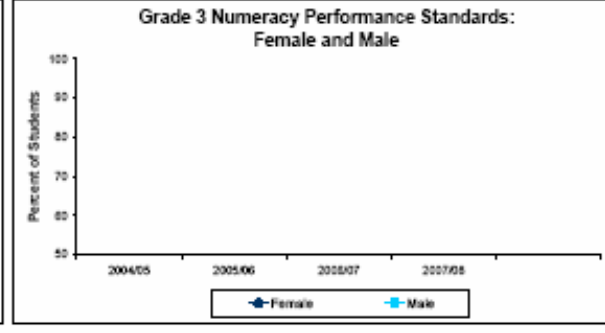
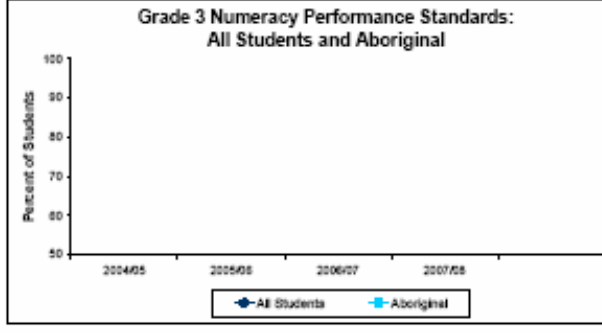
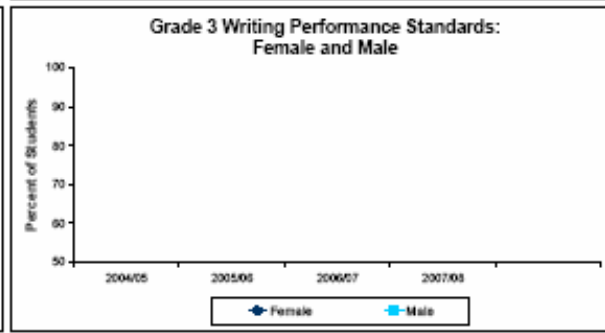
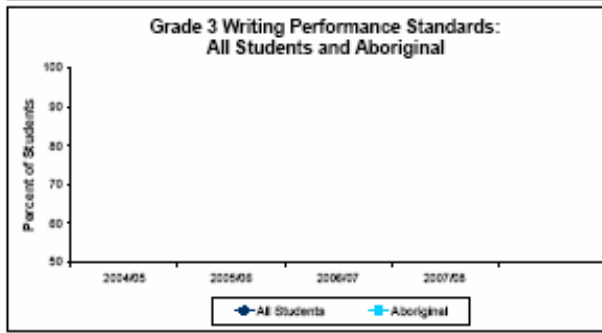
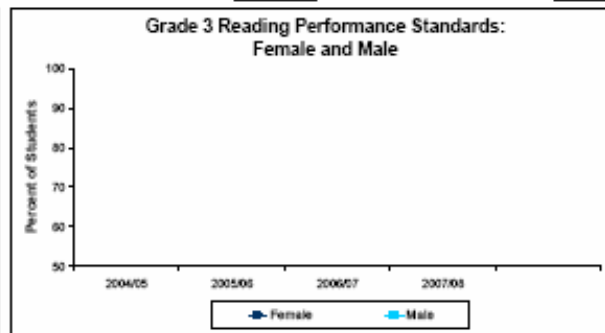
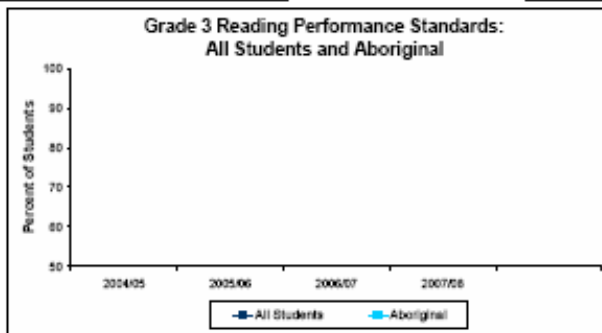
| SD067 - Okanagan Skaha                 |            |         |         |         |                       |         |         |         |            |         |         |         |         |         |         |
|--|------------|---------|---------|---------|-----------------------|---------|---------|---------|------------|---------|---------|---------|---------|---------|---------|
| Provincial Exams                       |            |         |         |         |                       |         |         |         |            |         |         |         |         |         |         |
|  | English 10 |         |         |         | Principles of Math 10 |         |         |         | Science 10 |         |         |         |         |         |         |
| C- or Better (% of Students)           | 2004/05    | 2005/06 | 2006/07 | 2007/08 | 2008/09               | 2004/05 | 2005/06 | 2006/07 | 2007/08    | 2008/09 | 2004/05 | 2005/06 | 2006/07 | 2007/08 | 2008/09 |
| All Students                           | 93         | 95      | 94      | 92      |                       | 96      | 94      | 95      | 91         |         | 80      | 72      | 73      | 85      |         |
| Female                                 | 95         | 95      | 96      | 97      |                       | 95      | 95      | 96      | 89         |         | 81      | 74      | 74      | 85      |         |
| Male                                   | 90         | 94      | 91      | 87      |                       | 98      | 93      | 94      | 93         |         | 79      | 71      | 73      | 85      |         |
| Aboriginal (Included in figures above) | 84         | 91      | 88      | 80      |                       | 92      | 81      | 87      | 84         |         | 70      | 68      | 50      | 67      |         |
| Province - All Students                | 92         | 94      | 93      | 92      |                       | 91      | 88      | 87      | 86         |         | 82      | 75      | 76      | 88      |         |
| Number of Students with C- or Better   |            |         |         |         |                       |         |         |         |            |         |         |         |         |         |         |
| All Students                           | 502        | 615     | 614     | 560     |                       | 349     | 335     | 366     | 319        |         | 426     | 459     | 485     | 542     |         |
| Female                                 | 275        | 281     | 300     | 283     |                       | 192     | 159     | 183     | 150        |         | 228     | 211     | 233     | 260     |         |
| Male                                   | 227        | 334     | 314     | 277     |                       | 157     | 176     | 183     | 169        |         | 198     | 248     | 252     | 282     |         |
| Aboriginal (Included in figures above) | 15         | 41      | 38      | 43      |                       | 11      | 13      | 13      | 16         |         | 14      | 25      | 22      | 39      |         |
| Number of Writers                      |            |         |         |         |                       |         |         |         |            |         |         |         |         |         |         |
| All Students                           | 537        | 650     | 656     | 610     |                       | 363     | 355     | 386     | 350        |         | 532     | 636     | 660     | 639     |         |
| Female                                 | 286        | 296     | 312     | 293     |                       | 202     | 165     | 191     | 168        |         | 282     | 285     | 313     | 307     |         |
| Male                                   | 251        | 354     | 344     | 317     |                       | 161     | 190     | 195     | 182        |         | 250     | 351     | 347     | 332     |         |
| Aboriginal (Included in figures above) | 19         | 45      | 43      | 54      |                       | 12      | 15      | 15      | 19         |         | 20      | 37      | 44      | 58      |         |



| SD067 - Okanagan Skaha                      |                   |         |         |         |         |                   |         |         |         |         |            |         |         |         |         |
|---|-------------------|---------|---------|---------|---------|-------------------|---------|---------|---------|---------|------------|---------|---------|---------|---------|
| Provincial Exams                            |                   |         |         |         |         |                   |         |         |         |         |            |         |         |         |         |
| C- or Better (% of Students)                | Social Studies 11 |         |         |         |         | Communications 12 |         |         |         |         | English 12 |         |         |         |         |
|   | 2004/05           | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2004/05           | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2004/05    | 2005/06 | 2006/07 | 2007/08 | 2008/09 |
| All Students                                | 94                | 95      | 95      |         |         | 94                | 92      | 85      | 95      |         | 98         | 97      | 97      | 97      |         |
| Female                                      | 95                | 96      | 96      |         |         | 95                | 89      | 85      | 94      |         | 100        | 99      | 96      | 97      |         |
| Male  | 94                | 94      | 95      |         |         | 94                | 93      | 84      | 95      |         | 97         | 95      | 98      | 97      |         |
| Aboriginal (Included in figures above)      | 100               | 94      | 91      |         |         | 90                | 82      | 100     | 90      |         | 94         | 100     | 100     | 92      |         |
| Province - All Students                     | 92                | 93      | 95      |         |         | 93                | 91      | 91      | 94      |         | 93         | 93      | 93      | 93      |         |
| <b>Number of Students with C- or Better</b> |                   |         |         |         |         |                   |         |         |         |         |            |         |         |         |         |
| All Students                                | 462               | 553     | 565     |         |         | 103               | 93      | 88      | 89      |         | 483        | 527     | 457     | 513     |         |
| Female                                      | 237               | 252     | 261     |         |         | 40                | 25      | 29      | 33      |         | 255        | 275     | 257     | 255     |         |
| Male  | 225               | 301     | 305     |         |         | 63                | 68      | 59      | 56      |         | 228        | 252     | 210     | 258     |         |
| Aboriginal (Included in figures above)      | 17                | 30      | 31      |         |         | 9                 | 9       | 6       | 9       |         | 17         | 14      | 11      | 24      |         |
| <b>Number of Writers</b>                    |                   |         |         |         |         |                   |         |         |         |         |            |         |         |         |         |
| All Students                                | 490               | 582     | 594     |         |         | 109               | 101     | 104     | 94      |         | 491        | 545     | 481     | 527     |         |
| Female                                      | 250               | 252     | 272     |         |         | 42                | 28      | 34      | 35      |         | 256        | 279     | 257     | 262     |         |
| Male  | 240               | 320     | 322     |         |         | 67                | 73      | 70      | 59      |         | 235        | 266     | 214     | 265     |         |
| Aboriginal (Included in figures above)      | 17                | 32      | 34      |         |         | 10                | 11      | 6       | 10      |         | 18         | 14      | 11      | 25      |         |



| District Code and Name   | District Name |         |         |         |         |         |         |         |         |         |          |         |         |         |         |
|--|---------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|---------|---------|
| District-Collected Evidence - BC Performance Standards - Grade 3 |               |         |         |         |         |         |         |         |         |         |          |         |         |         |         |
|  | Reading       |         |         |         |         | Writing |         |         |         |         | Numeracy |         |         |         |         |
| Meeting or Exceeding Expect. (%)                                 | 2004/05       | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2004/05 | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2004/05  | 2005/06 | 2006/07 | 2007/08 | 2008/09 |
| All Students   |               |         |         |         |         |         |         |         |         |         |          |         |         |         |         |
| Female   |               |         |         |         |         |         |         |         |         |         |          |         |         |         |         |
| Male   |               |         |         |         |         |         |         |         |         |         |          |         |         |         |         |
| Aboriginal (Included in figures above)                           |               |         |         |         |         |         |         |         |         |         |          |         |         |         |         |
| Number of Participants   |               |         |         |         |         |         |         |         |         |         |          |         |         |         |         |
| All Students   |               |         |         |         |         |         |         |         |         |         |          |         |         |         |         |
| Female   |               |         |         |         |         |         |         |         |         |         |          |         |         |         |         |
| Male   |               |         |         |         |         |         |         |         |         |         |          |         |         |         |         |
| Aboriginal (Included in figures above)                           |               |         |         |         |         |         |         |         |         |         |          |         |         |         |         |



# Aboriginal Enhancement Agreement

The development of an Aboriginal Enhancement Agreement was completed and signed in a community signing on National Aboriginal Day, June 21, 2006. The agreement is between the local aboriginal communities (Status On-Reserve First Nations, Other First Nations, Métis, Inuit, and other off-reserve people of aboriginal ancestry), School District No. 67 (Okanagan Skaha), and the Ministry of Education of the Province of BC. The Agreement establishes the structures and processes that the parties and other partners commit to use to achieve ongoing improvement in the school achievement of aboriginal learners in our schools. (See Appendix A for further information).

The Agreement is linked to our District Performance Plan's goal areas in Literacy, Numeracy and School Completion. The document is the result of respectful collaboration and compromise and reflects a balance of the interests and the obligations of each of the representative groups. It recognizes the progress to date and the challenges for tomorrow. The focus is on the students and improving the level of success enjoyed by all aboriginal students in our school district. Finally, the document formally restructures the Aboriginal Education Planning Council, to increase aboriginal voice and influence in giving a positive direction to the Aboriginal Education Program.

**Memorandum of Agreement**

**Okanagan Skaha Aboriginal Education Enhancement Agreement**


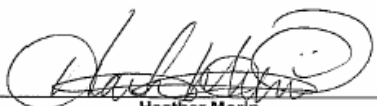
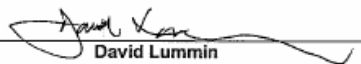
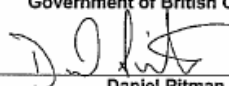
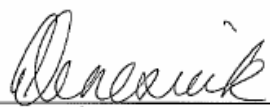

*Between the*  
**Indian (First Nations), Metis, Inuit and other communities of aboriginal ancestry  
all living within the traditional territories  
of the Syilx People of the Okanagan and the Penticton Indian Band  
and the  
Ministry of Education of the Government of British Columbia  
and  
School District No. 67 (Okanagan Skaha)**

**June 21, 2006**

We, the undersigned, acknowledge and honour the special relationship that exists between the local Aboriginal communities and School District No. 67 (Okanagan Skaha) which operates within the traditional territories of the Syilx People of the Okanagan and the Penticton Indian Band. We, the undersigned, also acknowledge and honour our collective responsibilities for the success of all Aboriginal students in the school district.

We agree that the terms of the attached Okanagan Skaha Aboriginal Education Enhancement Agreement will provide direction for Aboriginal Education in School District No. 67 (Okanagan Skaha) for the period of June 21, 2006 until June 20, 2011.

We intend to work together in a mutually respectful manner to sustain and improve appropriate and meaningful programs and services for the benefit of all Aboriginal learners.

|  |   |
|--|---|
| <br><hr style="width: 80%; margin: 0 auto;"/> <p>Chief Stewart Phillip<br/>Penticton Indian Band</p>                          | <br><hr style="width: 80%; margin: 0 auto;"/> <p>Heather Morin<br/>Ministry of Education<br/>Government of British Columbia</p> |
| <br><hr style="width: 80%; margin: 0 auto;"/> <p>David Lummin<br/>Ooknakane Friendship Centre</p>                             | <br><hr style="width: 80%; margin: 0 auto;"/> <p>Daniel Pitman<br/>Metis Heritage &amp; Cultural Council</p>                    |
| <br><hr style="width: 80%; margin: 0 auto;"/> <p>Connie Denesiuk<br/>Chairman of the Board<br/>SD No. 67 (Okanagan Skaha)</p> |    |

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